DOCUMENT RESUME

ED 167 695 AA 001 064

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Pub Type- Reference Materials - Bibliographies (131) - Collected Works - Serials (022)
EDRS Price - MF03 Plus Postage. PC Not Available from EDRS.
Descriptors-*Abstracts, *Annotated Bibliographies, *Documentation, Education, Educational Research, *Educational Resources, Indexes (Locaters), *Information Dissemination, *Instructional Materials, Literature Reviews, Periodicals, Resource Guides, Technical Reports
Identifiers-ERIC, *Resources in Education

Resources in Education (RIE) is a monthly abstract journal which announces (catalogs, indexes, abstracts) documents of interest to the educational community (including researchers, teachers, students, school board members, school administrators, counselors, etc.). Each issue announces approximately 1,500 documents and provides indexes by Subject, Personal Author, Institution, Publication Type, and ERIC Clearinghouse Number. This special Computer Output Microfiche (COM) edition is prepared directly from the ERIC magnetic tape data base prior to publication of the printed journal and therefore is lacking the cover and other regular introductory and advertising matter contained in the printed journal. The first accession in each issue of RIE is the issue itself. In this way, the monthly microfiche collection for each issue is immediately preceded by a microfiche index to that collection. This practice began with the RIE issue for MAY 1979. (LRS/WTB) important features of the model and includes excerpts of student-oriented activities. Section 1 describes the FWL model by explaining the following elements: basic approach; program components; learning plan development; career planning; community resources; certification of learning; group experiences; staff roles; program requirements; and adaptions of the model. Section 2 presents the core program goals organized into three broad categories: career development, basic skills, and life skills. Section 3 contains the Student Program Walk-Through,'' which illustrates the type of education experiences provided for the individual student. Section 4 describes the Career Orientation Guide,'' which helps the students become acquainted with resource persons and their organizations. Student projects, a primary outcome of the FWL/EBCE program, are explained in section 5. Guidelines for preparing the student project plan are presented in section 6 along with suggested project ideas. Finally, section 7 contains sample student forms which are used in entry assessment, program planning, progress monitoring, and credit assignment. (BM)

ED 167 729 CE 018 981

Second-Career Training for Air Traffic Controllers Should Be Discontinued. Report to the Congress of the United States by the Comptroller General.
Comptroller General of the U.S., Washington, D.C.
Report No.-CED-78-131
Pub Date-29 Jun 78
Note-30p.
Available from-U.S. General Accounting Office, Distribution Section, Room 1518, 441 G Street, NW, Washington, DC 20548 (CED-78-131; single copies free); U.S. General Accounting Office, Distribution Section, P.O. Box 1020; Washington, D.C. (CED-78-131; two or more copies, $1.00 each)
Pub Type- Reports - Evaluative (142)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*Career Change, Career Education, Cost Effectiveness, *Educational Programs, *Employment Opportunities, *Federal Aid, Federal Legislation, Income, Job Search Methods, Job Training, Occupational Mobility, Retirement, *Retraining, Traffic Safety, Vocational Adjustment
Identifiers-*Air Traffic Controllers, Public Law 92 297, United States

Air traffic controllers no longer able to perform their highly specialized duties must be removed in the interest of aviation safety. Because few employment opportunities exist outside the government for controllers' skills, Congress established a second-career training program in 1972 for controllers so removed by the Federal Aviation Administration. Few air traffic controllers eligible for this training program have used it to train and enter second careers. Instead, they have used other federal programs providing long-term income and training benefits. These and other measures available to the Administration can effectively protect the economic livelihood of controllers. Congress should discontinue the Second-Career Program. (Author/CSS)

Career Planning, Communication Skills, Conferences, Elementary Secondary Education, Guidance Counseling, *Occupational Guidance, *Parent Child Relationship, Parent Influence, *Parent Participation, Program Development, Resources, Role Models, Self Concept, Sex Stereotypes, Student Records

A program was developed for parent involvement in career education of students at the elementary, junior high, and senior high levels. The goal of the program is to make parents aware of the important role they play in the career development processes of their children. Topics dealt with include the following: (1) improvement of communication skills between parent and child; (2) influence of parents on career choice and work values; (3) career resources in the school and community; (4) sex-role stereotyping and its effect; (5) improvement of self-concept of children; (6) the importance of career planning; and (7) the stages of career development. At each of the three academic levels, the parents attend five learning sessions, and in Project Apollo, the senior high component, the students are also present. Except for the individual meetings in Project Apollo to review the students' records, the sessions involve the use of handouts, discussion groups, audiovisual materials, reading materials, or role playing. (Outlines are included for each session giving objectives, materials, procedure, preparation, guidelines, and alternate programs. Appendixes provide copies of handouts and questionnaires.) (ELG)

business to operated practices); and (D) Classroom Use of Individual and Group Data. (JH)

ED 167 764 CE 020 018

Small Business Management. Getting a Small Business Management Education Program Started.

Minnesota Research Coordinating Unit for Vocational Education, Minneapolis.; Minnesota Univ., St. Paul. Dept. of Agricultural Education.
Spons Agency-Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C.
Pub Date-May 78
Grant-G007605299
Note-432p.; Some parts of this document will not reproduce well due to light and broken print; For related documents see CE 020 015-020
Pub Type- Reports - General (140) - Guides - General (050)
EDRS Price - MF01/PC18 Plus Postage.
Descriptors-*Adult Vocational Education, *Business Education, Demonstration Projects, Educational Legislation, Information Dissemination, *Management Education, Needs Assessment, Postsecondary Education, Teacher Education, Teacher Qualifications, Workshops
Identifiers-*Minnesota, *Small Business Management

This set of materials was developed to assist with the dissemination of the Minnesota model for small business management education, five sections of information are presented. The first of five sections is on small business management needs assessment and describes a method of determining the number of small businesses that would constitute a population for an educational program. The second section presents two models for legislation: (1) a bill for an act (relating to adult vocational education and training, establishing education and training programs for small business and farm entrepreneurs, and appropriating money) and (2) an amendment to the Omnibus School Aids Bill (current block funding for adult small business and farm entrepreneurship management education). The third section provides a job description, qualifications, and suggested requirements for certification of small business management education instructors and coordinators. The fourth section describes a model conference for soliciting support for small business management education; included are conference objectives, agenda, and conference support material (why have a small business management program; a brief historical review of the development and growth of the management education program for farmers and ranchers; establishing minority small businesses case studies ; and the development, design, and evaluation of the Minnesota model). The final section provides ten units of instruction to be used in a preservice workshop for small business management instructors. (JH)

alphabetically by state and by author within states. In progress were fifty-two staff studies, forty-seven master's theses, and twenty-seven doctoral dissertations. A listing (by ED numbers) of where to find previous summaries of studies in agricultural education is also included. (CSS)

ED 167 782 CE 020 209

Richards, Diane S. Brooks, JoAnn

Secondary Students' Views on Occupational Sex Stereotyping and Sex Equity Resources for Vocational Educators and Counselors. A Project Report and Bibliography. Information Series No. 8.

Indiana Univ., Bloomington. Vocational Education Information Services.; New Educational Directions, Crawfordsville, Ind.

Spons Agency-Indiana State Board of Vocational and Technical Education, Indianapolis.

Pub Date-Jan 79

Note-89p.; Vocational Education and Information Services, Indiana University Library, W501, Bloomington, Indiana 47405 ($2.00 prepaid; single copies free to Indiana residents)

Pub Type- Reference Materials - Bibliographies (131) - Collected Works - Serials (022)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-Career Choice, *Change Strategies, Educational Needs, *Educational Opportunities, Equal Education, Equal Opportunities (Jobs), Females, Inservice Teacher Education, Instructional Materials, Interviews, *Justice, Males, Occupational Aspiration, *Occupational Choice, Secondary Education, Sex Discrimination, Sex Fairness, Sex Role, *Sex Stereotypes, *Student Attitudes, Student Opinion, Vocational Education, Womens Education

This report identifies the degree to which high school students consider choosing nontraditional occupations, if youths are aware of sex stereotypic influences, and what strategies they would offer to promote educational equity. Chapter 1 reviews the literature and defines the problem and objectives. Chapter 2, on procedures, describes the sample, interview techniques, and qualitative analysis. Chapter 3 reports the students' occupational choice, influences on occupational choice, rejection of nontraditional occupations, sex stereotyping influences, and strategies for counteracting sex stereotyping. Some findings are that 80% planned to enter occupations traditional to their sex, that five factors were primary career plan influences, and that students had suggestions for counteracting these influences and achieving occupational sex equity. Chapter 4 reports the study's conclusions that awareness is not reflected in most occupational choices; among students choosing nontraditional occupations there are more females than males; most choices require at least a four-year college degree; and class experience is the most influential factor in nontraditional occupational choice. The annotated bibliography for educators/counselors provides resources on sex bias in education/work; strategies to achieve sex equity; sex fair materials; inservice training to promote sex equity; assistance for returning women students; and resources for sex fair education. (Author/CSS)

ED 167 799 CE 020 263

Whaples, Gene C. Ewert, D. Merrill
Proceedings: Lifelong Learning Research Conference (University of Maryland, January 10-11, 1979).
Maryland Univ., College Park. Conferences and Institutes Div.; Maryland Univ., College Park. Cooperative Extension Service.
Spons Agency-Department of Agriculture, Washington, D.C.
Pub Date-79
Note-105p.; Some pages will not reproduce well due to light or broken print
Pub Type- Reports - Descriptive (141) - Guides - General (050)
EDRS Price - MF01/PC05 Plus Postage.
Descriptors-*Adult Education, Community Development, *Continuous Learning, Environmental Education, International Education, *Nonformal Education, *Program Descriptions, Research Methodology, *Research Projects, Symposia, Volunteer Training
Identifiers-Maryland

The proceedings of the 1979 Lifelong Learning Research Conference held at the University of Maryland are reported in this document. Focusing upon non-formal adult education, the papers presented deal with environmental/leisure education issues, adult/continuing education concerns, community development, international education, volunteerism, and research methodology. The conference program is provided, along with a list of steering committee members and sponsors. Abstracts of papers presented at the conference are included, with authors' addresses for further information. Symposium topics and summaries then follow with attached references. The keynote address, The Need for Bridging the Gap from Research to Practice in Lifelong Learning,'' by Donnie Dutton, is presented in full. Finally, a list of participants and their addresses is appended. (CT)

listening, and viewing); computation; problem solving; and interpersonal relations. Part 1 contains an explanation of how to use the guide, what the focuses of adult education include, understanding the adult learner, defining the learner's needs, scouting the community for learning materials, adapting the guide to ESL, and taking a closer look at the ABE program. Part 2 focuses on the five knowledge areas through performance objectives, suggested teaching/learning activities, suggested materials and resources, and vocabulary lists. Overall performance objectives, a professional bibliography, publishers' addresses, and a subject index are appended. (CT)

ED 167 818 CE 020 333

Irvin, Donald E. Galay, Stephen B.

Placement Assistance Services: Procedures Manual. S.P.A.C.E. Student Placement and Counseling Effort.

Minnesota Research Coordinating Unit for Vocational Education, Minneapolis.; Minnesota Univ., Minneapolis. Dept. of Vocational and Technical Education.

Spons Agency-Office of Education (DHEW), Washington, D.C.

Pub Date-Jul 77

Note-154p.; Not available in hard copy due to reproducibility problems; for a related document see CE 020 334

Pub Type- Guides - Non-Classroom (055)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-*Career Planning, *College Choice, Evaluation Methods, *Guidance Services, *Job Placement, Models, Organization, Orientation, *Program Development, Questionnaires, Records (Forms), Secondary Education, Staff Utilization, *Student Placement

Identifiers-Student Placement and Counseling Effort

This manual represents an attempt to develop a model and procedures for implementing career planning and placement assistance services in Minnesota high schools. The procedures described were developed for and tested in four participating high schools of different sizes, administrative structures, and geographic locations. Divided into seven chapters, this manual is designed to provide assistance in developing placement services for individuals entering any post high school activity, including both educational and employment activities. Chapter 1 explains implementation of the procedures and describes the career planning and placement model. Chapter 2 describes the organizational structure, covering the operational stages, groups of individuals, and operational matrix. Chapters 3 through 6 describe the orientation, preparation, implementation, and evaluation procedures for faculty, students, and external groups. Finally, chapter 7 explains three staffing alternatives: (1) complete placement staff; (2) partial placement staff; and (3) reassignment of existing personnel. The majority of this document contains appended materials, such as related records, forms, and questionnaires. (A related document contains an instructional guide for teaching job-seeking skills.) (BM) group found that although college attendance remained most popular, more respondents were working than had been projected with a commensurate decrease in full-time business, trade, or vocational school enrollment. Discriminant analysis successfully classified 78% of full-time workers and 95% of college attendees. The procedure was unable to classify those in business, trade, or vocational schools. No significant differences were found between response patterns of working groups and business, trade, or vocational school groups. (CSS)

ED 167 836 CE 020 391

Burns, Barbara And Others

The Role of Education and Training Programs in the Commercialization and Diffusion of Solar Energy Technologies.

Solar Energy Research Inst., Golden, Colo.
Spons Agency-Department of Energy, Washington, D.C.
Report No.-SERI/RR-53-128
Pub Date-Jan 79
Contract-EG-77-C-01-4042
Note-51p.
Available from-National Technical Information Service, U.S. Department of Commerce, 5285 Port Royal Road, Springfield, VA 22161 (Microfiche, $3.00; Printed Copy, $5.25)
Pub Type- Reports - Descriptive (141) - Information Analysis (070)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-Adult Education, Adult Educators, Employment Qualifications, Energy, Federal Government, *Industrial Education, *Job Training, *Labor Force, Professional Education, Program Evaluation, *Solar Radiation, State Government, *Technical Education

The solar energy labor force is analyzed by identifying the importance of education and training in the commercialization and diffusion of solar technologies, discussing issues for planning and analysis of solar education and training efforts, and illustrating the range of programs and courses presently available. Four general perspectives are reviewed concerning the diffusion of such a new technology as solar energy systems, with special attention to the education and training issues. Planning and analysis issues discussed include the following: whether there is a need for more education and training programs, and of what kinds; the possible roles of the federal and state governments; the availability of trained workers for the manufacture of solar systems; the tradeoffs between expanding the capabilities of persons already within the field or training unemployed and underemployed persons as solar workers; and the allocation of effort between training workers and training trainers. Examples of programs and courses are given for the four identified categories: general education, professional solar energy education and training, technician training, and solar industries infrastructure training. The general conclusion is that a large number and variety of education and training programs and courses are presently offered, but that little or no evaluation of individual programs or the overall effort has yet been done. (Author/CT)

ED 167 855 CG 013 250

Slawski, Carl

Love, Power, and Conflict: A Systems Model of Interparty Negotiation.

Pub Date-21 Feb 77
Note-52p.
Pub Type- Information Analysis (070)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-*Conflict, *Individual Power, *Interpersonal Relationship, Self Actualization, Sex Role, *Social Behavior, *Social Characteristics, Systems Analysis
Identifiers-*Love

Some basic hypotheses and corresponding definitions of concepts are presented in an effort to succinctly state the relationship between three of the most basic concepts of social science, namely love, power and conflict. This novel theory is an example of limited reduction. However, it is cast so as to be applicable to both micro and macro levels of analysis, that is, to relations between two persons or two nations. A flow diagram helps to summarize the theory as a whole. In addition, an accounting scheme and a procedure are presented for content analyzing a wide variety of materials in terms of this model. Finally, a partial application illustrates the procedure and some of the most basic hypotheses by using them to analyze a theatre play about interpersonal conflict. (Author) making, handling frustration, dealing with consequences, peer relationships, adult relationships, and parent relationships. The appendix includes all teacher guide materials and the student handbook. (Author)

ED 167 904 CG 013 308

Teacher Activity Package; Self Concept. Grades 2-6.
Cooperative Educational Service Agency 8, Appleton, Wis.
Note-61p.; For related documents see CG 013 307-312
Pub Type- Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-*Adjustment (to Environment), *Affective Behavior, Drug Education, *Humanistic Education, *Individual Development, *Self Concept, Self Evaluation, Teaching Methods
Identifiers-National Diffusion Network Programs

The assumption that self-concept can be taught and is, therefore, a legitimate educational objective underlies this package of teacher activities. The package offers elementary school teachers multiple self-concept exercises, and the techniques and procedures for their implementation in the classroom. The specific purpose of each exercise is stated. Positive classroom communications and stronger individual and group self-awareness are emphasized in the activities. While the goals of the activities vary, their overall purpose is to enhance peer expression of self-concept of how a student feels about himself and those around him. The teacher's awareness of his or her own important role in the child's life is also an essential goal of these exercises. A bibliography is included. (Author/PK)

ED 167 929 CG 013 363

Mitchell, Anita M.
Counselor Program Effectiveness: Gathering, Using and Reporting the Evidence.
ERIC Clearinghouse on Counseling and Personnel Services, Ann Arbor, Mich.
Spons Agency-National Inst. of Education (DHEW), Washington, D.C.
Pub Date-79
Grant-400-78-0005
Note-64p.
Available from-ERIC/CAPS, 2108 School of Education, The University of Michigan, Ann Arbor MI 48109 ($5.00)
Pub Type- Guides - Non-Classroom (055)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-Behavior Change, *Counseling Effectiveness, *Counseling Programs, Counselors, Data Collection, *Evaluation Methods, *Guidance Objectives, Management by Objectives, *Performance Criteria, *Program Evaluation
Identifiers-Information Analysis Products

A procedure for determining the effectiveness of counseling programs is suggested in this monograph. Since the procedure is systematic and two-pronged process and outcome evaluation it provides information as to the degree of program effectiveness and/or ineffectiveness. A self-correcting system, the procedure's progressive steps illuminate possible errors or ambiguities in previous steps, making it possible to modify the procedures while the evaluation is in process and thus avoid costly problems. The paper also describes evaluation problems and suggests what to do when they arise, and presents a section of recommendations for counselors, supervisors, counselor educators, program developers, and educational researchers. (Author) revealed a deep sense of frustration and a desire to improve and grow professionally, while others reflected an unusually narrow conception of curriculum. (Six tables of data are included.) (Author/FL)

ED 167 952 CS 004 643

The Effects of Industrial Arts Publishing Activity Centers on Reading Achievement Scores.

New York State Education Dept., Albany. Bureau of Industrial Arts Education.; New York State Education Dept., Albany. Bureau of Occupational Education Research.

Pub Date-78
Note-46p.; Not available in hard copy due to marginal legibility of original
Pub Type- Reports - Evaluative (142)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-Elementary Education, *Enrichment Programs, *Industrial Arts, Interdisciplinary Approach, Learning Laboratories, *Printing, *Program Evaluation, *Reading Achievement, *Reading Research, Writing Skills
Identifiers-*Book Production

To determine whether attendance at and time spent in industrial arts publishing activity centers effect gains in reading achievement, a study covering three years and involving more than 1,500 students in six elementary schools in New York City was undertaken. Data collected for each student included reading achievement test scores, number of minutes spent and times in attendance at the centers each year, ethnic group, sex, grade level, and mobility. Analysis of the data showed that publishing activity center programs had no statistically significant effect on reading achievement during their first year of operation, but that exposure to the centers had a positive effect on reading achievement scores across grade levels and schools during the second year of program operation and thereafter. Individual student test score gains were directly proportional to the hours spent in the centers. (Six appendixes contain descriptions of data collected, tables showing means and standard deviations of reading achievement scores, tables of the number of times and minutes of attendance at the centers, a description and the results of the multiple linear regression analysis procedure used, copies of the data collection instruments, and the interview schedule used by the paraprofessionals who directed the programs.) (FL)

ED 167 975 CS 004 715

Brown, Byron W. Saks, Daniel H.

An Econometric Perspective on Classroom Reading Instruction. Research Series No. 22.

Michigan State Univ., East Lansing. Inst. for Research on Teaching.
Spons Agency-National Inst. of Education (DHEW), Washington, D.C.
Pub Date-Jul 78
Contract-400-76-0073
Note-33p.
Available from-Institute for Research on Teaching, College of Education, Michigan State University, 252 Erickson Hall, East Lansing, Michigan 48824 ($1.75)
Pub Type- Reports - Research (143) - Collected Works - Serials (022)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Academic Achievement, Comparative Analysis, *Economics, Educational Accountability, *Learning, *Productivity, Reading Achievement, *Reading Instruction, *Reading Research, School Role, *Time Factors (Learning)

Elements of economic production theory are applied to the relation between time and student learning. The analysis takes into account that individual students matter, that students are often taught in classes, and that jointness in production is the rule rather than the exception. The values teachers place on the different possible educational outcomes are shown to be indispensible to understanding production. Some basic conclusions about the nature of accountability are derived. (Author)

the following: questions on examinations do not seem to reflect any tendency to emphasize a geographical area; with respect to mentioning a specific medium, the majority of questions fell into the subcategories of no media mentioned, newspapers, television, and "broadcast media"; the class of "broadcast media" was emphasized more than the class of "print media" in examination questions; the relative rank of media specifically mentioned in the questions was the same as the rank of media specifically mentioned on course syllabi; with respect to mentioning a specific topic, the majority of examination questions fell into the subcategories of other topics, history of the press, communication models, press law, advertising, and press operations; the topics instructors put on course syllabi and rated as priority topics were not necessarily the same topics emphasized on examinations; and instructors seemed to feel more comfortable with the more traditional topics as course content and on examinations. (FL)

ED 168 020 CS 204 708

Cheyney, Arnold B.
The Writing Corner.
Pub Date-79
Note-179p.
Available from-Goodyear Publishing Company, 1640 Fifth Street, Santa Monica, California 90401 ($8.95 paper)
Pub Type- Books (010) - Guides - Classroom - Teacher (052) - Guides - Classroom - Learner (051)
Document Not Available from EDRS.
Descriptors-Class Newspapers, Classroom Environment, *Composition (Literary), *Creative Writing, Elementary Secondary Education, Expository Writing, Language Arts, Manuscript Writing (Handlettering), Publications, Student Writing Models, *Teaching Techniques, *Units of Study, *Writing Skills
Identifiers-Writing for Publication

Assuming that effective writing instruction requires teachers with well-developed writing skills, sufficient classroom time set aside for quantity writing on a daily basis, careful and consistent evaluation, and emphasis on writing as communication, this guide offers teaching techniques that develop the theoretical, practical, and creative aspects of classroom writing instruction. Accompanied by illustrations and cartoons, the writing topics are organized under the following chapter headings: opportunities and directions for writing instruction; the history of writing; creating atmosphere for writing; handwriting; practical writing: simple forms and word groups; practical writing: expanded and complex forms; creating the classroom newspaper; creative writing: short stories and novels; poetry writing; publishing children's writing; and the teacher writes for profit. The appendix provides materials that can be duplicated for classroom use. (MAI)

students' writings that show how the course helped them reveal their feelings through poetry. (GT)

ED 168 043 CS 204 748

Weinstock, Donald J., Comp.
Poetry Therapy: A Bibliography.
Pub Date-79
Note-20p.; Bibliography prepared at California State University
Pub Type- Reference Materials - Bibliographies (131)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Behavior Development, *Bibliotherapy, Creativity, Emotionally Disturbed, Emotionally Disturbed Children, Emotional Response, Group Therapy, Imagery, Motivation, Older Adults, *Poetry, *Psychotherapy, Self Concept
Identifiers-*Poetry Therapy

The 84 entries contained in this bibliography are arranged under three headings: poetry therapy, bibliotherapy, and relevant related items. Representing books, educational journals, popular magazines, and research studies, the titles span a variety of topics, including the following: poetry therapy in psychiatric nursing, poetry programs in mental hospitals, self-discovery through poetry, poetry the healer, poetry in the therapeutic experience, metaphors and relationships, bibliotherapy and psychotherapy, literature as a therapeutic tool, facilitating human development through reading, therapy and the arts, helping children write poetry, poetry writing in a nursing home, and affective understanding and the reading of poetry. (MAI) years of declining enrollment in higher education. It has been speculated that the decline in enrollment will be less severe in large, well-established, urban institutions with low tuition, a clear mission or well-defined public image, well-planned modest growth, established programs in the health professions, moderate graduate enrollment and specialization, good financial conditions, and management that is willing to face financial facts and be responsive to those providing support. Research suggests that by 1986 fine arts enrollment will be little changed, letters enrollment will be considerably down, and health profession and communications enrollments will be significantly up. Some ways to turn adversity to advantage are tied to demands of employers who want employees who can write well. Teachers of speech communication might emphasize writing speeches and might develop closer alliances with journalism, advertising, and public relations. In addition, increased emphasis on speech pathology, audiology, and training of the speech or hearing handicapped and their teachers could help forestall the enrollment decline that seems in store for the field of letters, including speech communication. (TJ) overcome human weakness without physical dominance, rather than the ability to rule others. (MAI)

ED 168 088 CS 502 441

Petelle, John L.

The Status of Research in Communication Journals.

Pub Date-Nov 78

Note-11p.; Paper presented at the Annual Meeting of the Speech Communication Association (64th, Minneapolis, Minnesota, November 2-5, 1978)

Pub Type- Speeches/Meeting Papers (150) - Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Communication (Thought Transfer), *Research Needs, *Research Problems, *Speech Communication

Identifiers-*Communication Research

In examining the field of speech communication and its research, it is clear that most research has focused on linking (linking the individual with the human environment) and regulatory (the regulation of human behavior) behavior. However, the primary goal of human communication is mentation (the development of higher mental processes), and this has been mostly ignored by researchers. Research has been characterized by commitment not to particular substantive ideas but to a particular style. Research to show how the parts of communicational processes fit together would raise the power of speech communication's research questions and put it on the road toward gaining academic distinctiveness. Research directed to the nature of human symbolic behavior (how information is processed) would contribute to distinctiveness and viability. (TJ)

district program outcomes with broad community goals. Successful implementation of SPECS includes several months of preparation, a long-term strategy, a multiyear master plan, an indistrict coordinator, adequate provision of time for staff member participation, sufficient inservice training, and adequate resources. A three-phase series of activities has been developed to facilitate the implementation process. SPECS produces immediate effects such as informational products and long-term effects such as more systematic program planning and evaluation, a more systematic view of the school and classroom, greater efforts to individualize instruction, and increased role clarity. (Author/JM)

ED 168 111 EA 011 373

Cole, Barbara, Ed.
School Planning Evaluation Communication System. Consultant's Manual.
Oregon Univ., Eugene. Center for Educational Policy and Management.
Spons Agency-National Inst. of Education (DHEW), Washington, D.C.
Pub Date-Sep 76
Note-135p.; For related documents, see EA 011 372-379; Not available in paper copy due to marginal legibility of original document
Available from-CEPM Publications, Center for Educational Policy and Management, College of Education, University of Oregon, Eugene, Oregon 97403 ($2.50)
Pub Type- Guides - Non-Classroom (055) - Reports - Descriptive (141)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-*Consultants, Consultation Programs, Elementary Secondary Education, Glossaries, *Manuals, Program Development, *Program Evaluation, *Program Planning, School Districts, Workshops
Identifiers-*School Planning Evaluation Communication System

This manual is intended to assist facilitators helping educational organizations plan and implement the School Planning, Evaluation, and Communication System (SPECS). The first section describes each component of SPECS and includes information about documents and data necessary for implementing the system. Section Two provides actual activities to be used in beginning implementation of SPECS. This section includes one district's master plan and suggestions for developing such a plan. The third section includes an outline for an orientation workshop, a checklist for the consultant, and a sample workshop evaluation form. A matrix chart listing SPECS materials and their use and intended users is also included. This third section also contains SPECS materials as modified by school personnel and a set of SPECS terminology designed to ensure that the consultant and organization personnel are using the same terminology. Section Four contains tips about what to do and what not to do that were gleaned by the development team during the field test. The final section presents ideas from consultants and field-test site personnel present at the final SPECS field-test conference. (Author/JM)

ED 168 130 EA 011 402

Evans, Robert A. And Others

A Comparative Analysis of the 45-15 Plan and the Traditional Calendar in the Prince William County Public Schools of Virginia. Executive Summary.

Allen Corp. of America, Alexandria, Va.
Spons Agency-Prince William County School Board, Manassas, Va.
Pub Date-30 Nov 78
Note-17p.
Pub Type- Reports - Evaluative (142) - Tests/Questionnaires 160)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Academic Achievement, *Administrator Attitudes, *Community Attitudes, Comparative Analysis, Educational Research, Elementary Secondary Education, *Parent Attitudes, Program Evaluation, *Student Attitudes, Surveys, Traditional Schools, *Year Round Schools
Identifiers-45 15 Plan, Virginia (Prince William County)

One objective of this study was to discover whether education of students on the 45-15 plan differed from that provided on the traditional schedule. Another objective was to assess the attitudes of the educators, parents, students, and business people of Prince William County toward the two plans. The educational evaluation compared, across calendars, indicators of student achievement and quality of education such as test scores, grades, failure rates, attendance, extracurricular activities, course offerings, pursuit of further education by high school graduates, and summer school attendance. Results showed that education afforded by the two plans did not differ, but attitudes about them were considerably polarized. Negative aspects of the 45-15 plan included potential problems involving student use of time outside of school, vacations and time spent with the family, and opportunities for part-time jobs. (Author/LD)

ED 168 152 EA 011 426

Salary Report National Association of Secondary School Principals, Reston, Va
Pub Date-Feb 79
Note-9p.; For related documents, see ED 140 382, ED 140 403, ED 150 687, and ED 153 362
Available from-NASSP Office of Professional Assistance, 1904 Association Drive, Reston, Virginia 22091 ($0.50; orders of $10.00 or less must be accompanied by payment)
Pub Type- Numerical/Quantitative Data (110)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-*Assistant Principals, Elementary Education, Junior High Schools, National Surveys, *Principals, *Salaries, Senior High Schools, Tables (Data)

Based on information obtained from the Educational Research Service, Inc., survey collecting 1978-79 data about scheduled and paid salaries from 1,110 responding school districts, this report contains current data relating to salary schedules for principals and assistant principals. To facilitate analysis of the data, Section 1 compares 1978-79 minimum and maximum salary schedule summaries by district enrollment size. Section 2 makes the comparison by using a per-pupil expenditure factor, and Section 3 contains a maximum scheduled salary trend analysis. Caution should always be used when drawing inferences from these data because of the sampling variance associated with studies of this type. (Author/LD)

Identifiers-Miller Orr Cash Management Model

Banks are usually reimbursed for their checking account services either by a fixed service charge or by requiring a minimum or minimum-average compensating cash balance. This paper demonstrates how to determine the optimal minimum balance for a school district to maintain in its account. It is assumed that both the bank and the school district use the Miller-Orr cash management model and that not maintaining a minimum compensating cash balance will result in charges for approximately 99 overdrafts a year. Calculations presented for a sample school district indicate that the district should not maintain a minimum compensating cash balance but should negotiate an annual fee to compensate the bank and invest the funds that previously constituted the cash balance. The paper concludes that the use of negotiated bank charges, short-term lines of credit, zero minimum checking balances, and investment of cash balances in short-term investments could result in thousands of additional dollars for school districts. (Author/JM)

ED 168 173 EA 011 451

Beslin, Ralph

Tenure. Bibliographies in Education No. 66.

Canadian Teachers' Federation, Ottawa (Ontario).

Pub Date-Oct 78

Note-19p.

Pub Type- Reference Materials - Bibliographies (131)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Administrative Personnel, Boards of Education, Elementary Secondary Education, Teachers, *Tenure

This bibliography lists 20 books and 35 articles published since 1975 on the subject of teacher tenure. Earlier materials on the same topic appear in bibliographies 54 (October 1975) and 33 (April 1973). No entries on tenure in higher education are included. Whenever possible annotations are provided. (Author/LD)

ED 168 193 EA 011 472

Cassette Sync Recorders. Parameter for Evaluation. Laboratory Test Findings. EPIE Report Number 86e.

Educational Products Information Exchange Inst., New York, N.Y.
Pub Date-78
Note-88p.
Available from-EPIE Institute, 475 Riverside Drive, New York, New York 10027 ($20.00; quantity discounts)
Pub Type- Reference Materials - Directories/Catalogs (132) - Reports - Research (143)
Document Not Available from EDRS.
Descriptors-Audio Equipment, *Equipment Evaluation, Equipment Standards, *Magnetic Tape Cassette Recorders, *Merchandise Information

This quarterly report by the Educational Products Information Exchange (EPIE) analyzes cassette sync recorders, giving parameters for evaluation and laboratory test findings. The report offers evaluations of the compatibility of different models and the standards for audio and cue tones. It also discusses national and international standards, EPIE tests on cue tone and audio performance, acoustical and safety testing, and American National Standards Institute (ANSI) standards applied in EPIE laboratory tests. The last half of the report supplies laboratory test findings for individual models, including a general description, basic data, test results, laboratory evaluation of the test, and construction, service, and alignment. (Author/LD)

rate of 84 percent. Data were broken down into five categories for analysis: boarding schools, day schools, enrollment, salary ranges, and geographic location. The report follows the format of the questionnaire, with actual questions repeated and answered in the original order and the survey results listed. Starting with general information about the schools polled, the results are analyzed under 10 headings: employment practices of the schools, compensation, education of faculty children, fringe benefits, personnel services, organzational climate, teacher evaluation, vacation and absence, professional development, and food and housing for faculty. (Author/LD)

ED 168 215 EA 011 506

Catholic Schools in America, 1978-79. Introduction. Catholic Schools and Their American Roots. Catholic School Statistics.
National Catholic Educational Association, Washington, D.C.
Pub Date-79
Note-41p.; For a related document, see ED 151 981
Pub Type- Numerical/Quantitative Data (110) () - Reports - Research (143)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Catholic Educators, *Catholic Schools, *Comparative Statistics, *Elementary Secondary Education, *Enrollment, National Surveys, Religious Education

This paper reports on Catholic elementary and secondary schools in the United States. It gives statistical information on schools, enrollment, and faculty with a 10-year overview. The historical statistics include tables listing schools, pupils, and teachers by diocese, state, and region. Information was gathered from 161 diocesan offices, with the help of state conferences. Interspersed with the tables are brief reports on such topics as the role of religious communities, characteristics of private education, enrollment characteristics, and Catholic school faculty. (Author/LD) advocacy systems, the training of advocates, resources, and outreach. The book also includes profiles of representative protection and advocacy systems and reports of small group sessions at the conference. (DLS)

ED 168 236 EC 113 808

Evaluation of the Process of Mainstreaming Handicapped Children Into Project Head Start. Phase I. Executive Summary.
Applied Management Sciences, Inc., Silver Spring, Md
Spons Agency-Administration for Children, Youth, and Families (DHEW), Washington, D.C.
Pub Date-28 Apr 78
Contract-105-76-1113
Note-43p.; For related documents, see EC 113 809-811 ; Parts are marginally legible due to print
Pub Type- Reports - Evaluative (142)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Ancillary Services, Curriculum, *Exceptional Child Services, *Handicapped Children, Identification, *Mainstreaming, Parent Participation, Preschool Education, *Preschool Programs, Program Planning
Identifiers-*Project Head Start

The report presents an executive summary of the findings, conclusions, and recommendations of a comparative study to assess the services being provided to handicapped preschool children by Project Head Start and non-Head Start programs. This study is Phase I of a larger study of the process of mainstreaming handicapped children in Head Start Programs. Limited comparison of Head Start program services are made with those offered by other programs located in the same communities. Findings are presented in a question-and-answer format within each of the following areas of investigation: mainstreaming, staff characteristics, recruitment and outreach, screening services, diagnostic services, planning and curricula, monitoring activities, auxiliary service providers, and parent involvement. Four basic areas are recommended in which Head Start services to handicapped children can be improved: diagnostic services, program services (particularly with respect to individualized planning), program facilities and materials, and outreach procedures to seek out unserved handicapped children. (DLS) be used in research on the relationships between child characteristics and the effectiveness of various services. (CL)

ED 168 260 EC 113 995

Childfind 1976, 1977, 1978.
Keystone Area Education, Elkader, Iowa.
Pub Date-78
Note-43p.; Photographs may not reproduce clearly
Pub Type- Reports - Descriptive (141)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*Handicapped Children, *Identification, Mass Media, Preschool Education, Publicize, Public Relations, *State Programs
Identifiers-Child Find, Iowa

The report summarizes efforts of a 3-year project to locate handicapped or high risk preschool children in the Keystone (Iowa) Area Education Agency as required by Childfind mandates of P.L. 94-142, the Education for All Handicapped Children Act. Included in the report are sample news releases, ads, posters and letters to parents. (CL)

ED 167 880 CG 013 276

Goldston, Stephen E.

Emerging Primary Prevention Programs: 1978.

Spons Agency-National Inst. of Mental Health (DHEW), Rockville, Md.

Pub Date-29 Aug 78

Note-17p.; Paper presented at the Annual Convention of the American Psychological Association (Toronto, Ontario, Canada, August, 1978)

Pub Type- Speeches/Meeting Papers (150) - Opinion Papers (120)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-Behavioral Counseling, *Counseling Programs, Environmental Influences, *Federal Programs, Life Style, *Mental Health Programs, *Prevention, *Primary Health Care, *Program Planning, Psychologists

Identifiers-*National Institute of Mental Health

The prevention planning process pursued within the National Institute of Mental Health in 1978 is described and related to federal proposals on primary prevention program planning in the mental health field. The conceptual frameworks and parameters of prevention planning are cited, along with the specific new prevention initiatives to be emphasized. Policy and program considerations, as well as the recommendations on prevention contained in the Report of the President's Commission on Mental Health, are discussed. (Author)

ED 167 712 CE 018 449

Overview and Student Activities for the Research for Better Schools Model.

Research for Better Schools, Inc., Philadelphia, Pa.
Spons Agency-Illinois State Office of Education, Springfield. Div. of Adult Vocational and Technical Education.
Pub Date-78
Contract-RD1-A8-608
Note-109p.; For related documents see CE 018 446, CE 018 447, and CE 019 229-241
Pub Type- Reports - Descriptive (141)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-*Academic Education, *Career Development, *Career Education, *Career Exploration, Cognitive Style, Community Involvement, Demonstration Programs, *Experiential Learning, Group Guidance, Guidance Services, *Learning Activities, Models, *Occupational Guidance, Program Design, Questionnaires, Secondary Education, Staff Role
Identifiers-Experience Based Career Education

This document contains an overview of the Research for Better Schools (RBS) model for experience-based career education (EBCE). (Descriptions of two other EBCE models are included in ERIC documents CE 018 446 and CE 018 447.) Divided into eight sections, this document highlights some of the important features of the model and includes excerpts of student-oriented activities. Section 1 describes the RBS model by explaining the following elements: basic approach; program components; community participation; and staff roles. Section 2 discusses the planning and implementation of the career exploration program. A sample career exploration activity is described in section 3. Section 4 contains the forms which illustrate the procedures students follow in the career specialization activities. The Academic Resource Center, which is an integral part of the RBS/EBCE program, is described in section 5. Group discussion and other guidance exercises are discussed in sections 6 and 7. Finally, section 8 presents the Learning Style Questionnaire,'' which is used to identify the learning environment appropriate for the individual student. (BM)

ED 167 747 CE 019 661

Experience-Based Career Education. High School Level Demonstration Project. Interim Report. Second Year. (September 20, 1977 to September 30, 1978).

Greenville County School District, Greenville, S.C.

Spons Agency-Office of Education (DHEW), Washington, D.C.

Pub Date-Oct 78

Grant-G04-76-03004

Note-178p.; Not available in hard copy due to reproducibility problems; For a related document see ED 150 283

Pub Type- Reports - Descriptive (141) - Reports - Evaluative (142)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-*Academic Achievement, *Career Education, Employer Attitudes, *Experiential Learning, Guidance Services, Individualized Instruction, Parent Attitudes, Participant Satisfaction, *Program Effectiveness, Resource Centers, Secondary Education, *Student Attitudes, Surveys, Vocational Maturity

Identifiers-*Experience Based Career Education, J L Mann High School SC, South Carolina

The Experience-Based Career Education (EBCE) program at J. L. Mann High School (Greenville, South Carolina) was designed to provide enrolled students with community-based career experiences and to make the career resource room a focal point for career education for all students and teachers in the school. An individualized course of instruction was also offered to EBCE students along with their community experiences. The 1977-78 school year was the first full operational year of the program. Formal pre- and post-testing was conducted in achievement, career concepts, and attitudes for three of EBCE groups (N 87). Comparison data was gathered from non-EBCE students in the same high school and from another high school. Survey and interview data were gathered at various times throughout the year from students, parents, and community resource persons. Also, periodic observations were made of EBCE activities. Some of the evaluation findings were as follow: (1) improvements were made for the second year by expanding staff and facilities and developing additional job sites; (2) program dissemination was ahead of expectation; (3) English and mathematics performance on standardized tests indicated that EBCE students were performing as well as comparison students; (4) EBCE students showed significant growth in writing skills as a result of a focussed effort on writing ability; (5) the Career Maturity Index showed total battery superiority of EBCE students to comparison students; (6) there was some evidence of appropriate attitude development; and (7) a review of the guidance component by an outside guidance specialist yielded high ratings for the entire guidance program. (BM)

ED 167 856 CG 013 251

Slawski, Carl
Mapping Joint Action.
Pub Date- 78
Note-10p.
Pub Type- Reports - General (140)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Behavior Change, *Conflict Resolution, Culture Conflict, *Personal Values, Sex Role, *Social Action, Socialization, *Social Systems, *Sociometric Techniques, *Systems Analysis

The flow diagrams in this document provide cognitive maps to aid in synthesizing diverse areas of knowledge in a special brand of field theory. A model is presented which highlights the domains of structural functionalism (with concepts of cultural, personal and societal systems) and symbolic interactionism (with the concepts of self, sentiments and role-taking). The paper offers an accounting scheme or extended check list for analyzing problems which can be viewed in terms of some combination of these variables. The basic diagram starts with conflict between two parties, thus emphasizing relationship over individual psychology. It deals with a classic problem of social science how to handle conflict as a manageable problem, or use it as a stimulus to achieve orderly social change. (Author)

ED 167 905 CG 013 309

Student Learning Activity Package; Values. Grades 3-6.
Cooperative Educational Service Agency 8, Appleton, Wis.
Note-20p.; For related documents see CG 013 307-312
Pub Type- Guides - Classroom - Learner (051)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Adjustment (to Environment), Affective Behavior, Child Development, Elementary Education, Elementary School Students, *Humanistic Education, Interpersonal Relationship, *Self Concept, Self Evaluation, *Values
Identifiers-National Diffusion Network Programs

The exercises in this learning activity package are designed to allow each student to work alone without outside pressure, and with maximum concentration on individual thought. These exercises are not group-oriented, but may be used as a backup to a major group activity in the classroom. The activities are geared to value assessment, value clarification and alternatives. Different self-evaluation questionnaires and values exercises are provided for different elementary grade levels. Values scales to measure a student's reaction to a range of social and emotional experiences are also provided. (PK)

ED 167 999 CS 204 638

Maimon, Elaine P. Nodine, Barbara F.
Measuring Behavior and Attitude in the Teaching of Writing among Faculties in Various Disciplines.
Spons Agency-National Endowment for the Humanities (NFAH), Washington, D.C.
Pub Date-Dec 78
Note-20p.; Paper presented at the Annual Meeting of the Modern Language Association of America (93rd, New York City, December 27-30, 1978)
Pub Type- Speeches/Meeting Papers (150) - Reports - Research (143)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Composition (Literary), *Educational Research, Feedback, Higher Education, *Questionnaires, *Teacher Attitudes, *Teacher Behavior

Two instruments were used to discover current faculty practices and attitudes about student writing at a college that was about to begin a college-wide writing program. The attitude survey included a number of items about writing as a college-wide enterprise, relating instruction in writing to the goals of a liberal arts education, and concerning writing as a complex process that takes a lifetime to learn. The behavior survey asked teachers to tell what they did in their classes. Also, teachers were asked to grade a sample student essay as they would any paper in their courses. It was found that most faculty members saw composition instruction as the task of the entire college; English faculty members required more papers than others, although a majority of courses included writing assignments; and most faculty members commented on the content of student writing as well as on the form. (Both questionnaires are included.) (TJ)

ED 168 066 CS 502 369

Staton-Spicer, Ann Q. Bassett, Ronald E.

An Investigation of the Communication Concerns of Preservice and Inservice Elementary School Teachers: A Developmental Conceptualization.

Pub Date-Nov 78

Note-33p.; Paper presented at the Annual Meeting of the Speech Communication Association (64th, Minneapolis, Minnesota, November 2-5, 1978)

Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-*Communication (Thought Transfer), Communication Skills, Educational Research, Elementary Education, *Elementary School Teachers, *Speech Communication, *Student Teachers, *Teacher Attitudes, Teaching Skills

Identifiers-*Communication Research

To identify the communication concerns of preservice (prospective and student teachers) and inservice teachers and to determine the differences in those concerns with regard to a three-phase conceptualization concern with self, with task, and with impact a study was conducted involving a total of 227 prospective, student, and inservice elementary school teachers. An adaptation of the Teacher Concerns Statement'' developed by Frances Fuller and Carol Case was used to obtain the communication concerns of the subjects. The results revealed that while prospective teachers seemed primarily concerned with self, student teachers with the task of communicating, and inservice teachers with the impact of communication, their concerns were not limited exclusively to any one category. (FL)

ED 168 261 EC 113 997

Bronson, Ron, Comp.

The Gifted: A Perishable Resource.

Appalachia Intermediate Unit 8, Ebensburg, Pa.

Pub Date-Jan 79

Note-77p.; Document may not reproduce well due to color of paper of the original

Available from-Appalachia Intermediate Unit 8, 227 Bedford Street, Hollidaysburg, Pennsylvania 16648 ($1.53)

Pub Type- Guides - Non-Classroom (055)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors-Adolescents, Civil Rights, Creativity, *Due Process, Evaluation, *Family Resources, *Gifted, High Achievers, Individual Characteristics, Individualized Programs, *Parent Participation, Parent Role, Social Characteristics, Special Education Teachers

The booklet is designed to help parents understand how they can help in the development of their gifted children. Included are such topics as the characteristics of giftedness; the four faces'' of gifted adolescents (high achieving studious, social leader, creative intellectual, and rebel); the role of parents; a checklist for assessing the school's needs; and individualized educational plan facts for parents. Due process procedures - including the rights to notice, program placement conferences, a due process hearing, and appeal - are discussed. A section for teachers of gifted children provides chapters with the following titles: Establishing Goals for You and Your Students'', All Gifted Children Don't Learn Alike'', Meaningful/Less Meaningful Learning for the Gifted'', and A Point to Ponder'' (which examines the necessity of special program for the gifted). A list of suggested reading and bibliographies are provided. (PHR)

ED 167 730 CE 019 029

Opportunities Exist for Substantial Savings in Administration of Military Skill Training Programs.
General Accounting Office, Washington, D.C.
Report No.-FPCD-78-13
Pub Date-14 Feb 78
Note-33p.; Not available in hard copy due to broken type in original document
Pub Type- Reports - Evaluative (142)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-Armed Forces, *Cost Effectiveness, *Course Content, Educational Finance, *Job Skills, Job Training, Military Personnel, *Military Training, Money Management, Program Costs, *Program Length, Scheduling, Staff Utilization, *Teacher Qualifications
Identifiers-Department of Defense, Military Manpower Training Report

The U.S. General Accounting Office (GAO) reviewed the administration of military skill training programs. It found that the Department of Defense (DOD) spends about $3.4 billion a year to provide skill training to 1.2 million military personnel. The DOD could save millions of dollars by requiring (1) the services to provide a minimum of forty class hours a week for skill training and to eliminate nonskill training activities from course curriculums; (2) the army to adopt a more reasonable criteria, consistent with the other services, for determining staffing levels for skill training instructors; and (3) the services to substitute civilians for military personnel or contract for training support whenever feasible. The GAO also found that The Military Manpower Training Report, which is issued annually to Congress to support the services' proposed training programs, is incomplete and inaccurate. It is recommended that the Secretary of Defense issue clarifying instructions requiring that complete and accurate staffing reports be used in support of training. (CSS)

ED 167 800 CE 020 264

Stone, Christopher I. Geppert, Cynthia C.
Job Interviewing Skills Training: An Empirical Investigation of Two Methods.
Wisconsin Univ., Milwaukee.
Pub Date- 79
Note-15p.
Pub Type- Reports - Research (143)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Audiovisual Instruction, *Effective Teaching, *Employment Interviews, Experimental Groups, Experiments, *Handicapped, Job Application, *Role Playing, Skill Development, Small Group Instruction, Training Techniques

Two methods for enhancing the job interviewing skills of rehabilitation clients were studied: the MDC Quest Series (a slide-tape program produced by the Materials Development Center at the University of Wisconsin-Stout) and group role playing. Forty clients were assigned in a 2 x 2 (presence or absence of role play by presence or absence of Quest) experimental design to determine the individual and joint contributions of the two methods. Main effect findings revealed that both role play and Quest methods may show promise in raising clients' interview competency. (Author/EM)

ED 167 881 CG 013 277

Nungesser, Lonnie G. Gallatin, Linda
Today's Teenagers: A Needs Assessment and Feasibility Study of Programs and Services for Palo Alto Area Adolescents.
Palo Alto Adolescent Services Corp., Calif.
Spons Agency-Department of Labor, Washington, D.C.
Pub Date-Sep 78
Note-86p.; For related document see CG 013 278
Pub Type- Reports - Evaluative (142)
EDRS Price - MF01/PC04 Plus Postage.
Descriptors-*Adolescents, *Community Resources, *Community Services, Individual Needs, *Needs Assessment, Program Design, Resource Allocations, *Self Actualization, *Social Services
Identifiers-*Palo Alto Adolescent Services Corporation

Conducted for the Palo Alto Adolescent Services (PAASC) and other social service agencies serving the adolescent population in North Santa Clara County, California, this report is designed to assess the adequacy of existing services and resources within these communities. The identified areas of need address the following concerns: housing, education, social relationships, psychological services, and recreational and vocational services. Several programs designed by PAASC are described, including aspects of funding, certification, community and county support, as well as recommendations for future program expansion. Although geographically specific, the materials presented are applicable to other settings with inclusion of needs assessment instruments for adolescents and community members. (Author/HLM)

ED 167 930 CG 013 364

Hart, Gordon M.
Striving for Excellence in Preservice and Inservice Training of Counselors.
ERIC Clearinghouse on Counseling and Personnel Services, Ann Arbor, Mich.
Spons Agency-National Inst. of Education (DHEW), Washington, D.C.
Pub Date-79
Grant-400-78-0005
Note-101p.
Available from-ERIC/CAPS, 2108 School of Education, The University of Michigan, Ann Arbor MI 48109 ($6.00)
Pub Type- Guides - Non-Classroom (055) - Reports - Descriptive (141)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-Counselors, *Counselor Training, Employment Trends, *Graduate Study, *Inservice Education, Professional Education, Retraining, *Skill Development, *Staff Improvement
Identifiers-Information Analysis Products

This monograph examines the content and quality of counselor education programs and activities in both preservice and inservice training. It describes selected preservice programs and discussed the components that make them effective. It then presents various theoretical training models, with recommendations for innovative techniques that counselor educators might wish to include in their own programs. Inservice training approaches are similarly investigated, including specific discussion of the use of on-staff personnel, outside consultants, and outside experiences. A final section offers suggestions to service deliverers for ways to coordinate their professional efforts so as to improve the quality of their services. (Author)

ED 167 976 CS 004 717

Evans, Thomas Byers, Joe

Attention and Modality Effects in STM: A Second Look. Occasional Paper No. 14.

Michigan State Univ., East Lansing. Inst. for Research on Teaching.
Spons Agency-National Inst. of Education (DHEW), Washington, D.C.
Pub Date-Jun 78
Contract-400-76-0073
Note-25p.
Available from-Institute for Research on Teaching, College of Education, Michigan State University, 252 Erickson Hall, East Lansing, Michigan 48824 ($1.75)
Pub Type- Reports - Research (143)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Attention, Aural Stimuli, Cognitive Processes, Educational Research, Higher Education, *Memory, *Recall (Psychological), *Retention, Verbal Stimuli, Visualization

The auditory/verbal short-term memory of 64 college students was examined across a wide range of retention intervals (5 seconds to 60 seconds). High attention during interpolated processing was ensured by monitoring rehearsal with a combination of methods, and errors were analyzed for evidence of proactive and intra-unit interference. Recall of three- and five-digit items was excellent under the conditions of modality isolation of interpolated processing. In fact, only 4% of all three-digit items and 10% of all five-digit items were forgotten for reasons other than proactive intrusion of intra-unit interference. The results support an interdependent model of attention and modality effects in short-term forgetting. (Author/FL)

ED 168 021 CS 204 711

Maley, Alan Duff, Alan

Drama Techniques in Language Learning.

Pub Date-Nov 78

Note-104p.

Available from-Cambridge University Press, 32 East 57th Street, New York, New York 10022 ($6.50 paper)

Pub Type- Books (010) - Guides - Classroom - Teacher (052)

Document Not Available from EDRS.

Descriptors-Acting, Communication (Thought Transfer), *Creative Dramatics, *Dramatics, Language Arts, Language Instruction, *Language Skills, Learning Experience, Postsecondary Education, Role Playing, Secondary Education, *Second Language Learning, *Teaching Techniques

The drama activities in this teaching guide are designed to develop second language learning skills by constructing situations that require the student to concentrate on the meaning and emotional content of language rather than on its structure. In an attempt to involve the whole personality of the learner in the acquisition of language, the handbook stresses the importance of setting or physical environment, the role that the learner is to assume, and consideration of the mood, attitude, feelings, and unspoken assumptions that are part of real conversation. Each of the outlined activities concentrates on developing natural language in one of a variety of situations that include the following: interpreting listening and breathing exercises; sensory experiences; identifying real objects; descriptions of objects, clothing, or unusual objects; playing with letters, verbs, or split sentences; picture sets; conversations in sound; mime sketches; persuasion; describing other conversations; and composing alibis. (MAI)

ED 168 044 CS 204 749

Smith, Barbara Herrnstein

On the Margins of Discourse: The Relation of Literature to Language.

Pub Date-6 Feb 79

Note-215p.

Available from-The University of Chicago Press, 5801 South Ellis Avenue, Chicago, Illinois 60637 ($12.50 cloth)

Pub Type- Books (010) - Collected Works - General (020) - Opinion Papers (120)

Document Not Available from EDRS.

Descriptors-Communication Skills, *Discourse Analysis, Fiction, Language Role, *Language Usage, Linguistics, Literary Analysis, *Literature, Poetry, Verbal Communication

This centrally focused collection of articles and lectures examines literary interpretation and the relation of literature to language. The first of the book's three parts introduces the distinction between natural discourse and fictive discourse (verbal structures that function as representatives of natural utterances). It also deals with the relation of utterances to inscriptions and of literary ``mimesis'' to representation in other art forms. The second part examines the characteristic functions of literature in relation to the social economics of verbal transactions and describes the conditions under which verbal structures acquire value by serving esthetic functions. The final part presents a critique of the claims, methods, and theoretical assumptions of contemporary stylistics and literary structuralism. (FL)

ED 168 089 CS 502 442

Schroeder, Anthony B.
A Theoretical Foundation of Communicator Style.
Pub Date-Feb 79
Note-29p.; Paper presented at the Annual Meeting of the Western States Communication Association (Los Angeles, California, February 18-21, 1979)
Pub Type- Speeches/Meeting Papers (150) - Information Analysis (070)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Behavior Patterns, *Cognitive Style, Higher Education, Individual Differences, Interaction Process Analysis, Interpersonal Attraction, *Interpersonal Relationship, Language Styles, *Nonverbal Communication, Research, *Speech Communication, *Verbal Communication
Identifiers-*Communication Research, *Communicator Style

An analysis of interpersonal communication research supports the existence of the notion communicative style,'' the method or manner by which an individual interacts with others. Scholars concerned with interpersonal behavior acknowledge that individuals develop habitual styles of interactive behavior that tend to produce optimal relations for them. Although communicative style was linked historically to elocution, an art form divorced from message content, the recent interest of communication scholars in the nonverbal aspects of human communication behaviors has refocused their attention on communicator style. This style is seen to develop as a result of continuous and successive communicative acts during which people learn to be more effective and interpersonally attractive. (RL)

ED 168 131 EA 011 403

Jovick, Thomas D.

Blocking Predictor Variables in the Companion Study: Approaches to Data Analysis in Project MITT.

Oregon Univ., Eugene. Center for Educational Policy and Management.
Spons Agency-National Inst. of Education (DHEW), Washington, D.C.
Pub Date-78
Note-13p.; For related documents, see ED 161 153, EA 011 404, and EA 011 425
Pub Type- Reports - Research (143)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Comparative Analysis, *Data Analysis, Educational Research, Measurement Techniques, *Multiple Regression Analysis, Statistical Analysis, Team Teaching
Identifiers-*Management Implications of Team Teaching, Project MITT

As a companion study to the primary analysis of the Management Implications of Team Teaching (MITT) study, the unitized schools in this study were examined alone for predictors of differential success in implementing the innovation. This report briefly describes how the MITT staff handled a problem in the companion study of reducing the number of predictor variables while still retaining as much information as possible about all of them. They did so by using multiple linear regression to combine conceptually related variables into clusters or blocks. Once the researchers had identified a group of variables that logically comprised a cluster, they regressed the most logical dependent variable in the group (if that were possible to determine) into the others. For each school, they multiplied the resulting raw score regression weights times the obtained score on their respective variables to produce a predicted dependent variable score; conceptually, such a predicted score reflects all the information shared among the variables in the block. (Author/JM)

ED 168 153 EA 011 427

School Data Processing Services in Texas. A Cooperative Approach. Texas Education Agency, Austin. Management Information Center.
Pub Date-79
Note-42p.; For a related document, see ED 154 505
Pub Type- Reference Materials - Directories/Catalogs (132)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-Charts, *Delivery Systems, *Electronic Data Processing, Elementary Secondary Education, *Information Services, *Intermediate Administrative Units, *Management Information Systems, Tables (Data)
Identifiers-*Texas

The Texas plan for computer services provides services to public school districts through a statewide network of 20 regional Education Service Centers (ESC). Each of the three Multi-Regional Processing Centers (MRPCs) operates a large computer facility providing school district services within from three to eight ESC regions; each of the five Regional Processing Center (RPC) computer facilities provides services to school districts within one ESC region; and Remote Job Entry (RJE) terminals transmit data and instructions from an ESC or a school district to an MRPC where actual processing takes place. Among the computer applications available to school districts are class scheduling, grade reporting, student master files, attendance accounting, test scoring, payroll, financial accounting, tax accounting, and personnel accounting. This booklet contains information about the objectives and financing of the plan, and tables that show for the MRPCs and the RPCs the personnel, participation in the different services offered, hardware information, and the 1977-78 budget. A directory lists the statewide advisory committee for computer services and education service center executive directors. (Author/LD)

ED 168 174 EA 011 452

Valente, William D.

Overview of Constitutional Developments Affecting Individual and Parental Liberty Interests in Elementary and Secondary Education.

Pub Date-14 Dec 78

Note-39p.; Paper prepared from an address delivered to the Lawyers' Clinic on Parental Liberty in Education (Washington, D.C., December 1978)

Pub Type- Speeches/Meeting Papers (150) - Legal/Legislative/Regulatory Materials (090) - Opinion Papers (120)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-Accreditation (Institutions), *Constitutional Law, *Court Litigation, Educational Alternatives, Elementary Secondary Education, *Ethical Instruction, Home Instruction, *Parent Influence, Parent Role, *Parent School Relationship, *Religious Education, State Church Separation, State Standards

Identifiers-State Regulation

In the midst of a trend toward uniformity of education, parents, teachers, community groups, and government groups are struggling for control over what that education shall be. Regarding problems concerning religious and ethical education, the courts' interpretations of the establishment clause ultimately conflict with interpretations of the free exercise clause. Case origins of contemporary constitutional guidelines regarding parental rights over a child's religious education concern state regulations of private schools, prayer, Bible-reading, and evolution cases in public schools, and financial aid to religious schools. Parents who are not satisfied with public education have two real options attempting to control and influence the public schools or pursuing alternative education at home or in private schools. Parents' ability to influence their child's public schooling is limited both by law and by practical considerations, as evidenced by court cases regarding the teaching of evolution or sex education, a child's exposure to sexually explicit or offensive material, and parents' right to determine a program for their handicapped child. Parents who pursue alternative nonpublic education have problems evidenced by court cases regarding state regulation of private schools. Parents who choose home instruction confront state laws concerning what constitutes instruction equivalent to that of public schools. (Author/JM)

ED 168 194 EA 011 482

Cohen, Marty
Programs and Activities in Education in City Bureaus.
City School Policy Committee, Portland, Oreg.
Pub Date-Feb 79
Note-68p.; For a related document, see EA 011 483
Pub Type- Reports - Descriptive (141)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-City Government, *City Wide Programs, Elementary Secondary Education, *Government School Relationship, Higher Education, Neighborhood School Policy, Private Schools, *School Community Programs, *Tables (Data)
Identifiers-Portland School District OR

This report describes the relationships and programs the city of Portland, Oregon, maintains with its public schools and with some private schools, colleges, and universities. The document grew from a survey conducted within the city government in June 1978 and from subsequent studies concerning school boundaries, enrollments, public service employment, and the like. The studies indicated that the health of the city's neighborhoods is directly related to the health of the public schools. Over 100 city-school programs are noted, covering the bureaus of parks, police, streets, fire, and 30 other city bureaus. In many cases the programs show the efficient use of public funds through cooperative ventures in support of neighborhoods and schools. This report is intended as a background for understanding the city-school policy. (Author/LD)

ED 168 216 EA 011 507

Isherwood, Geoffrey B. And Others
The Quality of School Life. A Research Monograph. Reports in Education Number 7.
McGill Univ., Montreal (Quebec). Dept. of Educational Administration.; McGill Univ., Montreal (Quebec). Dept. of Educational Psychology and Sociology.
Pub Date-79
Note-76p.
Available from-Reports in Education, 3700 McTavish Street, Montreal, Quebec, Canada H3A 1Y2 ($4.00; official institutional orders may be invoiced; private orders must be prepaid)
Pub Type- Reports - Research (143) - Numerical/Quantitative Data (110) () - Tests/Questionnaires 160)
EDRS Price - MF01/PC04 Plus Postage.
Descriptors-*Comprehensive High Schools, Data Collection, *Educational Quality, Ethnography, *School Size, School Surveys, Statistical Studies, *Student Attitudes
Identifiers-*Quality of School Life Scale, *Quebec (Montreal)

This monograph discusses a study of the quality of school life of students in comprehensive high schools in Quebec. Two methods were used to compile data: a survey of 30 secondary schools involving 2,000 students from 15 large and 15 small settings, and an ethnographic study of one large and one small school. Student attitudes toward school both as individuals and as a group were considered. The survey measured student attitudes toward teachers, their commitment to school work, and their satisfaction with school. Findings of the enthnographic study indicated two major similarities between large and small schools. First, regardless of school size, teachers tend to direct classes while students act as passive learners. Second, student participation in school activities both in and out of class is extremely limited. The study concludes that both survey and ethnographic methods can be used successfully together to gain insight into complex social phenomena. (Author/LD)

ED 167 696 CE 013 034

Brickell, Henry M. And Others

Status of Career Education in the State of Michigan. An Evaluation of Current State, Regional, and Local Efforts in Career Education.

Policy Studies in Education, New York, N.Y.
Spons Agency-Michigan State Dept. of Education, Lansing.; Office of Education (DHEW), Washington, D.C.
Pub Date-Aug 75
Note-90p.; Not available in hard copy due to light print in the original document
Pub Type- Reports - Evaluative (142) - Reports - Descriptive (141)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-Career Development, *Career Education, Curriculum Development, *Educational Change, Elementary Secondary Education, Evaluation Methods, *Information Dissemination, *Models, Postsecondary Education, Program Administration, *Program Design, *Program Development, Surveys
Identifiers-Michigan

The Michigan Department of Education developed an operational model for career education which combined the elements of individual career development with career preparation accomplished through academic, vocational, and technical education programs. A third-party evaluation was conducted to determine to what extent the operational model has been designed, developed, and disseminated throughout the state and to what extent this model is viable. Survey instruments were administered to the following populations: (1) a randomly drawn sample of 60 of the 525 local school districts in the state; (2) a selected sample of 98 school districts now active in career education; (3) all 49 career education planning districts; and (4) a majority of the 8 colleges and universities in the career education consortium. The third-party evaluator found that the general conceptual model was comprehensive in scope and extremely ambitious in the degree of change it envisioned in educational programs throughout the state. A substantial set of products was developed to put the conceptual model in operational form. An administrative network was also developed to disseminate the model, but the data indicate that the dissemination process is still in its early stages. Finally, the viability of the model rests on the degree to which personnel in the educational system change their roles and work together to make the model operational. (BM)

ED 167 765 CE 020 019

Small Business Management. Addendum to Small Business Management Education Curriculum Volume III.

Minnesota Research Coordinating Unit for Vocational Education, Minneapolis.; Minnesota Univ., St. Paul. Dept. of Agricultural Education.

Spons Agency-Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C.
Pub Date-Jun 78
Grant-G007605299
Note-44p.; Not available in hard copy due to light print in the original document; For related documents see CE 020 015-020
Pub Type- Guides - Classroom - Learner (051)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-Accounting, Adult Vocational Education, *Business Administration, *Business Education, Business Skills, *Classroom Materials, Employees, *Learning Activities, *Money Management, Records (Forms), Taxes
Identifiers-*Small Business Management

A supplement to a previous volume (CE 009 649), this document contains handouts, case problems, schedules, and seminar information keyed to specific units of instruction. The contents by year and unit areas are as follow: year I, unit 1 time management (two-page handout concerning four problems to avoid; year I, unit 2 warranty register (a sample register for use in businesses that sell goods covered by warranty); year I, unit 3 accounts payable schedule; year I, unit 6 bank reconciliation (a worksheet combining bank balance, checkbook balance, and ledger balance); year I, unit 7 accounts receivable (a handout to be used in a discussion of credit and collection); year I, unit 7, sources and uses of cash (outline of the sources and uses of cash); year I, unit 10 human needs (a handout concerning human needs in reference to employee wants); year I, unit 12 tax management (a handout showing the choices and advantages of different business decisions); year I, unit 12 tax planning (a description of tax planning and its implications); year II, unit 10 economic versus accounting profit (a brief case describing the differences between economic versus accounting profits); and year II, unit 10 financial analysis worksheet (a balance sheet analysis form for use in evaluating the business position). (JH)

ED 167 953 CS 004 652

Bradtmueller, Weldon G.

Speed Listening and Reading.

Pub Date-Oct 78
Note-34p.; Paper presented at the Annual Meeting of the Great Lakes Regional Conference of the International Reading Association (3rd, Cincinnati, Ohio, October 12-14, 1978)
Pub Type- Speeches/Meeting Papers (150) - Opinion Papers (120) - Reports - Research (143)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Audiotape Recordings, Content Reading, Elementary Education, Intelligence, Listening, *Listening Comprehension, *Reading Comprehension, *Reading Instruction, Reading Processes, *Reading Research, *Speech Compression, Speed Reading, *Teaching Methods

Compressed speech (speed listening), in which audiotapes are speeded up, is examined in this paper along with its relationship to the reading process. Among the topics discussed first are the close relationship between reading and listening, the rationale behind compressed speech, and the use of compressed speech in business communication, special education, and reading instruction. Results of recent relevant research are then reported; the research includes the development of a test to evaluate the listening comprehension of pupils in grades four through eight; an examination of the relationship between listening comprehension, reading comprehension, and intelligence; the administration of listening tests at each of six different speeds; and the experimental use of the compressed speech technique in grades four through eight in the areas of social studies, science, and English literature. The results, reported in narrative and tabular form, suggest that children generally learn as well by listening as by reading, that there is a significant relationship between speed of reading and of listening, that teachers are enthusiastic about the compressed speech technique after using it, and that the use of the auditory mode along with the visual mode shows promise for helping students with learning problems. (GT)

ED 168 000 CS 204 639

Anderson, Edward
Students' Language Rights.
Pub Date-Feb 79
Note-15p.; Paper presented at the Annual Meeting of the Southeastern Conference on English in the Two-Year College (14th, Orlando, Florida, February 8-10, 1979)
Pub Type- Speeches/Meeting Papers (150) - Guides - Classroom - Teacher (052) - Opinion Papers (120)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*English Instruction, Higher Education, *Language Instruction, *Nonstandard Dialects, *Standard Spoken Usage, *Teaching Techniques

Students have a right to use the dialect and language of their own cultural heritage. Language and dialect rights have many advantages for the user, including prestige, self-confidence, group identity, opportunity to project personality and style, appreciation and respect of cultural heritage, and self-awareness. All dialects are equal and are suited to the habits and needs of the users. However, schools need to give students the opportunity to learn Standard American English (SAE) as well by using exemplary teaching materials and techniques, sympathetic teachers, and motivational techniques. Some positive language strategies and attitudes that allow teaching SAE without having to eradicate dialects include comparing or contrasting grammatical features of SAE with dialects; using written assignments to eliminate dialect interference; emphasizing aspects of writing other than syntax, spelling, and punctuation at the beginning of the writing process; using role-playing; reinforcing the correct usage of SAE through grading without tearing down nonstandard usage; and regularly scheduling student/teacher conferences. (TJ)

ED 168 067 CS 502 371

Jenkinson, Edward B.

Who Will Control the Minds of the Students'' in Warsaw, Indiana? Occasional Paper Number 16.

Indiana Council of Teachers of English, Terre Haute.

Pub Date-Nov 78

Note-22p.

Pub Type- Historical Materials (060)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Academic Freedom, *Board of Education Role, *Censorship, Civil Liberties, Conflict, Educational Problems, Elementary Secondary Education, Freedom of Speech, Moral Values, Student Rights, *Teacher Administrator Relationship, *Teacher Dismissal, *Textbook Evaluation

Identifiers-*Indiana (Warsaw)

A chronology of the events in a 1977-1978 series of teacher/school board/administrator conflicts in Warsaw, Indiana, is presented in this paper. Newspaper stories, editorials, letters, memoranda, interview statements, legal documents, and minutes of various meetings are cited in accounts of numerous individual events. The events reported involve conflicts regarding the school board's removal of an individually guided elementary education program; the banning and burning of a values clarification book used in the high school; the banning of three books used by a high school teacher, and the teacher's subsequent dismissal; the dismissals of other teachers for nonacademic reasons; the school board-initiated search for objectionable material'' used in classrooms; the discontinuation of a phase-elective program at the high school; alleged administrator intimidation of a student who wrote an editorial supporting two dismissed teachers; and the complaint brought before the Indiana Education Employment Relations Board alleging the commission of an unfair labor practice by the school board. The paper concludes with a list of questions addressing basic issues raised by the conflicts in Warsaw. (GT)

Nagle, John M. And Others
SPECS 1. Component One: A Systems Analysis of a School District.
Oregon Univ., Eugene. Center for Educational Policy and Management.
Spons Agency-National Inst. of Education (DHEW), Washington, D.C.
Pub Date-76
Note-51p.; For related documents, see EA 011 372-379; Not available in paper copy due to small print of original document
Available from-CEPM publications, Center for Educational Policy and Management, College of Education, University of Oregon, Eugene, Oregon 97403 ($2.50)
Pub Type- Guides - Non-Classroom (055) - Reports - Descriptive (141)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-Educational Objectives, Elementary Secondary Education, Guides, Organization, Program Development, Program Evaluation, *School Districts, *Systems Analysis
Identifiers-*School Planning Evaluation Communication System

The School Planning, Evaluation, and Communication System (SPECS) is an overall design for districtwide program assessment and development. It is both a way of interrelating planning and evaluation of individual programs and a way of comparing the outcomes of all district programs with the district's community-defined educational goals. Component One of the five SPECS components calls for a descriptive systems analysis of the school district and has two major objectives. The first is to collect and display information about a district's current functions, activities, and programs. The second is to specify the levels of programs for which cost data and program outcome and process data will be documented. The three ways to implement Component One are through a full systems analysis of all programs, functions, and activities; a limited function analysis of the program structure; and a function analysis based on a fiscal chart of accounts. This implementation booklet on Component One is designed to be used in conjunction with the other four components of SPECS or alone as a discrete set of activities to be undertaken by a school district. (Author/JM)

ED 168 237 EC 113 809

Evaluation of the Process of Mainstreaming Handicapped Children Into Project Head Start. Program Efforts to Ensure Post-Enrollment Service Continuity for Handicapped Children in Project Head Start. Final Report.

Applied Management Sciences, Inc., Silver Spring, Md.
Spons Agency-Administration for Children, Youth, and Families (DHEW), Washington, D.C.
Pub Date-31 Mar 78
Contract-105-76-1113
Note-60p.; Charts have small, light print and may not reproduce well in hard copy; For related documents, see EC 113 808-811
Pub Type- Reports - Evaluative (142) - Reports - Descriptive (141)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-*Handicapped Children, *Mainstreaming, Parent Role, Preschool Education, *Preschool Programs, Student Placement, *Surveys
Identifiers-*Project Head Start

The document presents the final report of a national study to evaluate the process by which handicapped children were mainstreamed in Head Start programs. Findings related to the following areas of investigation are presented: placement of handicapped children after leaving Head Start, Head Start's role in establishing the new placement, Head Start activities designed to provide new program staff with information concerning the handicapped child, parental assistance provided to ease the transition of the child to a new program, follow-up of the child's adjustment to the new program, and differences in service continuity activities as a function of type of Head Start program organization. Recommendations presented focus primarily on two broad areas: strategies to enhance efforts to insure service continuity to handicapped children, and further investigation into the area of service continuity and its impact on handicapped children. A discussion of sampling strategy, a case follow-up schedule questionnaire, and definitions of post-Head Start placements are appended. (DLS)

ED 167 783 CE 020 216

Gibson, R. Oliver Gilbert, Randall L.

Design of Educational Delivery Systems for Lifelong Learning.

Spons Agency-Department of Health, Education, and Welfare, Washington, D.C. Commission on Aging.; State Univ. of New York, Buffalo, Multidisciplinary Center for the Study of Aging.

Pub Date-9 Apr 79

Note-47p.; Paper presented at the American Educational Research Association Annual Meeting (San Francisco, April 9, 1979); Flow chart may reproduce poorly due to broken type

Pub Type- Speeches/Meeting Papers (150) - Opinion Papers (120)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-Adult Education, Change Strategies, Conceptual Schemes, *Continuous Learning, *Delivery Systems, Educational Alternatives, *Educational Needs, Educational Opportunities, Information Processing, *Older Adults, *Program Design, *Program Development, Senior Citizens, Systems Concepts, Theories

To clarify delivery system concepts, several topics will be addressed: educational needs of lower-income older people, formulation of a design concept, specification of the system's concrete aspects, and research/development implications. As the proportion of persons over age sixty-four grows and sensitivity to unmet lifelong learning needs rises, the need for conscious design of lifelong learning institutions increases. A service system should have linking mechanisms that attend to the individual's total life situation. The delivery system can be identified as an interactive, self-regulating, three-component system: (1) a sensor receiving environmental information, (2) a transducer utilizing information to generate and prioritize alternatives, and (3) an effector converting alternatives into operational programs. Linkages at the interface between sensor and effector contribute to the system's cybernetic potential. Persons participating in the delivery system along the interface are potentially significant reference persons for unreached persons in the environing society. System relationships can be conceptualized in seven phases: program anticipation and verification, data collection, academic programming, budget, administrative organization, implementation, and formal evaluation. It is proposed that theory-based method can serve dialectically to link conceptual design and the action of implementation. Disciplined inquiry into the development of design theory and delivery systems grounded in theory-based method is needed. (CSS)

ED 167 819 CE 020 334

Krusemark, Fred D., Jr. Leske, Gary W.
Finding Your Best Job: An Instructional Guide for Job Seeking Skills. S.P.A.C.E. Student Placement and Counseling Effort.
Minnesota Research Coordinating Unit for Vocational Education, Minneapolis.; Minnesota Univ., Minneapolis. Dept. of Vocational and Technical Education.
Spons Agency-Office of Education (DHEW), Washington, D.C.
Pub Date-Jan 77
Note-203p.; Not available in hard copy due to reproducibility problems; For a related document see CE 020 333
Pub Type- Guides - Classroom - Teacher (052)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-*Career Planning, Employment Opportunities, Employment Qualifications, *Job Application, *Job Search Methods, *Learning Activities, *Lesson Plans, Secondary Education, *Test Items
Identifiers-Project SPACE, Student Placement and Counseling Effort

This instructional guide presents a comprehensive job-seeking model which uses an open-ended approach to teaching job-seeking skills. Instructors are encouraged to adapt the suggested lessons, worksheets, and other teaching/learning activities to fit their unique situations. The guide is primarily intended for those students who will be seeking immediate, full time employment following high school; however, the instruction may also be beneficial to students going directly to postsecondary education or training. The guide is divided into three primary sections. The first section contains the content for job-seeking skills instruction and consists of five reading modules which deal with the following job-seeking stages: (1) deciding on the job to seek; (2) preparing and using a personal data sheet; (3) searching for job opportunities; (4) applying for jobs; and (5) deciding on a job offer. (Written at the twelfth-grade reading level, these modules are interrelated in that each module builds upon preceding modules.) The second section contains twenty-one lesson guides, which parallel the reading modules and serve as the instructional outline. These lesson guides provide the following: lesson objective, content source, teaching time estimate, teaching ideas, critical learning activities, and a list of other materials needed. The third section consists of 110 sample test items. These items are intended to assist in the planning and/or evaluation of job-seeking skills instruction. (A related guide on placement assistance services is available as CE 020 333.) (BM)

ED 167 837 CE 020 392

A Woman's Guide to Apprenticeship.
Women's Bureau (DOL), Washington, D.C.
Pub Date-78
Note-28p.
Pub Type- Guides - General (050) - Reports - Descriptive (141)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Age, *Apprenticeships, Federal Legislation, Federal Regulation, *Females, *Job Application, Job Skills, Job Training, Occupational Information, *Sex Discrimination, *Skilled Workers, State Agencies, *Working Women

This guide informs women about the apprenticeship system and how it operates, provides some background on the problems that women sometimes encounter in seeking apprenticeships, and outlines the apprenticeship application process. Statistics are given concerning the growth in the number of women participating in the apprenticeship system. In the section, Women as Skilled Craft Workers, the current status of these workers as well as their ability, interest, and availability are discussed. The system itself is analyzed in terms of the role of federal and state apprenticeship agencies and committees, training, standards, and types of apprenticeable occupations. Barriers to women in apprenticeship, such as sex discrimination, inadequate preparation, and age, are examined in the third section. A section on how to become an apprentice includes choosing a trade, sources of occupational and program information, and the application process (containing data on tests, interviews, and probation). Another section summarizes federal laws and regulations affecting apprenticeship. Addresses for the Women's Bureau Regional Offices and for the Bureau of Apprenticeship and Training Regional Offices are appended. (CT)

Wyche, Jean E., Comp. Frey, Anne C., Comp.

Developing Your Volunteer Program in Aging: Laying the Groundwork. Part 1.

Michigan State Office of Services to the Aging, Lansing.
Pub Date-Jan 76
Note-164p.; For related documents, see CG 013 253-254; Packet materials not reproducible; The Foundation Directory not included due to copyright; Best copy available
Pub Type- Guides - Non-Classroom (055)
EDRS Price - MF01/PC07 Plus Postage.
Descriptors-*Agency Role, Geriatrics, Management, Needs Assessment, *Older Adults, *Program Administration, *Voluntary Agencies, *Volunteer Training

This guide was prepared by the Michigan Office of Services to the Aging to aid agencies concerned with aging in planning volunteer programs. This first of three booklets is intended for the agency director and staff. It contains information of use to staff in identifying program responsibilities, planning effective management of volunteer programs, and training volunteers. Sample forms are included which cover the essentials for volunteer program development such as needs assessment, job descriptions and resource identification. It describes recruiting, matching and placement, orientation, funding and agency budgets. (BN)

ED 167 906 CG 013 310

Teacher Activity Package; Values. Grades 2-6.
Cooperative Educational Service Agency 8, Appleton, Wis.
Pub Date-1 Sep 77
Note-42p.; For related documents see CG 013 307-312
Pub Type- Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*Adjustment (to Environment), *Affective Behavior, *Classroom Environment, Elementary Education, Elementary School Students, Humanistic Education, *Self Concept, *Values
Identifiers-National Diffusion Network Programs

Designed for teachers who want to involve their students with value clarification and decision making in the classroom, this activity packet contains materials to help get students thinking about their values. The teacher's role and responsibility in the valuing process is emphasized. For successful values clarification activities, teachers are encouraged to promote a class atmosphere of trust, respect and acceptance, and to choose value-rich areas that are appropriate for the grade level of the students. Some do's'' and dont's'' for using the educational approach are highlighted. The use of a personal or values journal for each student to record his or her feelings and thoughts is strongly encouraged. The activities include values continuums and forced-choice grids and ladders. (Author/PK)

City School Policy. Discussion Draft.
City School Policy Committee, Portland, Oreg.
Pub Date-Feb 79
Note-34p.; For a related document, see EA 011 482
Available from-City School Liaison, Room 316 City Hall, 1220 SW Fifth Avenue, Portland, Oregon 97204
Pub Type- Legal/Legislative/Regulatory Materials (090) - Reports - Descriptive (141)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Access to Education, *City Government, *City Wide Programs, Educational Policy, Elementary Secondary Education, *Government Publications, *Government School Relationship, Higher Education, Human Services, *Neighborhood School Policy, Private Schools, Public Facilities, School Closing
Identifiers-*Portland School District OR

This document is a draft of a proposed city of Portland, Oregon, school policy. Four themes run through the document: (1) neighborhood revitalization, (2) best use of public facilities, (3) greater efficiency in human services, and (4) the best use of public funds. In particular the policies address questions of equal access to education, school closures, facility sharing, parks and recreation, safety, the arts in education, human services, youth employment, and general city services. This document is the first major definition of the city's relationship with the city's school district and other educational institutions in the city. Each chapter discusses goals, policies, background, and sample programs, and the appendices list the city's response to school closures, school crossing lanes and safety patrols, and the public schools' goals of education. (Author/LD)

ED 168 262 EC 114 068

Scott, Walter H.

The Development and Implementation of a Plan for Mainstreaming Retarded Educable Students Into Regular Classrooms in the Comprehensive High School: Phase II.

Nova Univ., Fort Lauderdale, Fla.
Pub Date-77
Note-216p.; Parts may not reproduce clearly; Doctoral Thesis, Nova University
Pub Type- Dissertations/Thesis (040) - Reports - Research (143)
EDRS Price - MF01/PC09 Plus Postage.
Descriptors-Academic Achievement, Basic Skills, Cocurricular Activities, *Educable Mentally Handicapped, *Educational Planning, *Grades (Scholastic), *Mainstreaming, Parent Attitudes, Peer Relationship, Physical Education, *Program Development, Secondary Education, Teacher Attitudes

The paper reports on the organization and implementation of a plan that assisted 75 mainstreamed educable mentally retarded students meet high school requirements. The report indicates that by the end of the second year 50% of all the mainstreamed students received a passing grade in all high school subjects with the exception of physical education. Attitudes of teachers are described as changing positively and parental involvement is shown to have increased significantly. It was established that the students showed significant gains in academic achievement and relationships, and greater participation in extracurricular activities. Among appendixes are sections on helping students develop desirable classroom behavior, various forms (such as a resource room behavior checklist and a due process notice), and a staff development questionnaire. (Author/PHR)

ED 167 713 CE 018 613

Hinrichs, Roy S., Comp.

Careers in Electricity-Electronics. Industrial Arts Series, Publication Number 10,012.

Mississippi Research and Curriculum Unit for Vocational and Technical Education, State College.

Spons Agency-Mississippi State Dept. of Education, Jackson. Div. of Vocational and Technical Education.

Pub Date-77

Note-51p.; Photographs in this document will not reproduce well; For related documents see CE 018 614-615

Pub Type- Guides - General (050) - Collected Works - Serials (022)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors-*Career Opportunities, Educational Programs, *Electrical Occupations, *Electronics Industry, Employment Qualifications, Employment Trends, Job Analysis, *Occupational Information, Postsecondary Education, Secondary Education, *Vocational Education

Identifiers-*Mississippi

Career information concerning jobs in the electricity-electronics field is presented. Included is an overview of all positions of employment in the field, such as professional engineers, technicians, skilled craft workers, and semi-skilled workers. A description of their work, training requirements, and employment outlook is given. Information is also provided concerning the educational and training opportunities in the electricity-electronics field available in Mississippi: secondary vocational, part-time cooperative vocational, postsecondary vocational and technical, and apprenticeship programs. Finally, career information is presented about the telephone industry, the electric power industry, and the electronics manufacturing industry each as an employer of workers with training in all levels of electricity-electronics. (This publication has been developed to complement the manual entitled Electricity-Electronics for Industrial Arts, CE 018 615.) (JH)

ED 167 801 CE 020 269

Handbook for Members. Vocational Education Advisory Committee.
Indiana Advisory Council on Vocational Education, Indianapolis.
Pub Date-Oct 78
Note-18p.
Pub Type- Guides - General (050)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Activities, Administrative Principles, *Advisory Committees, Definitions, Educational Coordination, Group Structure, Helping Relationship, *Organization, Planning Meetings, *Program Planning, *Responsibility, State Standards, *Vocational Education
Identifiers-Indiana

A handbook containing information and suggestions is presented to assist persons in fulfilling their vocational education advisory committee role. The introduction welcomes members and stresses the opportunity, responsibility, challenge, awareness, and service inherent in acceptance of the committee role. Various questions about the position are asked and answered in the handbook. The questions focus on the following topics: (1) the advisory committee definition, (2) various types of vocational education advisory committees (for example, general, program, or special), (3) the helping role, (4) the state of Indiana mandates or responsibilities, (5) typical committee organization and function, (6) a suggested year program outline, (7) responsibilities of the vocational education representative to the committee, and (8) ways the state advisory council on vocational education can provide assistance. In addition, the handbook includes a self-check sheet for advisory committee members. The appendixes contain relevant definitions and a five-part (purposes and name, membership, meetings, offices and duties, and amendments) suggested advisory committee constitution. (CSS)

ED 167 882 CG 013 278

Dupre, Peter Zivetz, Nancie
Employment and Recreation. A Practical Approach to Resources for Teenagers in Group Homes.
Palo Alto Adolescent Services Corp., Calif.
Spons Agency-Department of Labor, Washington, D.C.
Pub Date-Sep 78
Note-14p.; For related document see CG 013 277
Pub Type- Reports - Descriptive (141)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Adolescents, *Community Resources, *Community Services, *Foster Homes, Group Experience, Occupational Information, Program Design, *Recreational Programs, Self Actualization, *Social Services
Identifiers-*Palo Alto Adolescent Services Corporation

The Caravan House program, the group home for adolescents sponsored by the Palo Alto Adolescent Services Corporation, is described. Included are suggestions for developing a resource file of appropriate recreational and vocational resources. The materials reviewed cover the following areas: (1) group home residents' needs for employment and recreation; (2) community resources such as employment opportunities, volunteer programs, and community individuals; (3) internal resources such as group workshops, house outings, and weekend excursions; and (4) listings of community services and agencies. Although the document is geographically specific, the materials presented, particularly the resources contained in the appendix, are applicable to other settings. (Author/HLM)

ED 167 931 CG 013 365

Elmore, Keith N.

Human Sexuality at Fort Osage.

Spons Agency-Fort Osage School District, Independence, Mo.
Pub Date- 76
Note-52p.; Parts may not reproduce clearly due to print quality
Pub Type- Guides - Non-Classroom (055) - Reports - Descriptive (141)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-Counseling Programs, *Individual Development, Parental Background, *Peer Counseling, Role Playing, Secondary Education, *Sexuality, *Values

This workshop booklet explains to parents a program on human sexuality for high school students selected as peer counselors. Preliminary student and faculty surveys, a school board presentation explaining the need for the program, and parent materials preface the actual program contents. The course materials included cover values clarification, advisor role-playing, and a joint parent-child sexual mythology quiz. The book closes with a seminar evaluation questionnaire and a list of local resources. Data for preliminary surveys and evaluation are not included. The introduction emphasizes that throughout the program's two years of operation, the importance of parental understanding and support was stressed. (LJS)

ED 167 977 CS 004 719

Broussard, Lucretia-del J.
Unleashing Creative Thinking: The Creative Reading Way.
Pub Date-Nov 78
Note-9p.; Paper presented at the Annual Meeting of the California Reading Association (12th, San Francisco, California, November 9-11, 1978)
Pub Type- Speeches/Meeting Papers (150) - Opinion Papers (120)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Creative Reading, *Creative Thinking, Elementary Education, Reading Instruction, Reading Materials, *Student Attitudes, *Teacher Attitudes

Creative reading can develop creative thinking as it inspires readers to change their behavior to produce a new or different product or process. Some characteristics of a creative reading program are that it develops creative thought, develops creative behavior, avoids rigid conformity, provides satisfying reading experiences, gives the child opportunities to practice creative powers, and enccurages constructive criticism and tolerance. The success of a creative reading program depends on how thoroughly a teacher rewards creative thinking and encourages children to value their own thoughts and ideas. Four areas that need consideration for developing creative reading are: types of reading material, ways of structuring questions and discussion, tasks that open doors, and response environments that encourage creative behavior. Materials should have interesting language patterns, unfinished imaginative stories, biographies, interesting characters and situations, and should give practice in drawing analogies. (TJ)

ED 168 022 CS 204 717

Davis, Brent E. Nold, Ellen W.
The Discourse Matrix.
Pub Date- 78
Note-12p.; Research prepared at Stanford University
Pub Type- Opinion Papers (120)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Composition (Literary), *Diagrams, *Discourse Analysis, *Linguistics, *Structural Analysis, *Structural Grammar

In looking at the hierarchical structure of a composition, it is practical to diagram the natural text in T-units in a three-dimensional matrix based on the three hierarchical relationships between T-units: coordinate, subordinate, and superordinate. In this matrix, a coordinate relationship, which results from conjoining, elaborating, and contradicting, is represented by juxtaposing a sphere in front of the preceding sphere; a subordinate relationship, which results from giving reasons, explaining, and defining, is represented by juxtaposing a sphere below the preceding sphere; and a superordinate relationship, which results from making conclusions or changing subjects, is represented by juxtaposing a sphere beside the previous sphere and on the same level and plane as the T-unit most parallel to it in function. Matrix diagraming is more useful than other macrostructure representations because it aids in the study of processing and production of texts and provides a graphic representation of the structure, making it possible to assess where reading difficulty is likely to occur. (A sample paragraph is used to illustrate the matrix process.) (TJ)

ED 168 045 CS 204 750

Brewton, Butler E.
Richard Wright's Thematic Treatment of Women in Uncle Tom's Children,'' Black Boy,'' and Native Son.''
Pub Date-Nov 78
Note-16p.; Paper presented at the Annual Meeting of the National Council of Teachers of English (68th, Kansas City, Missouri, November 23-25, 1978)
Pub Type- Opinion Papers (120) - Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Black Culture, *Black Literature, *Black Mothers, Caucasians, *Characterization, *Females, Fiction, Higher Education, Literary Analysis, Novels, Racial Discrimination, *Sex Role, Social Discrimination, Social Status, *Symbols (Literary)
Identifiers-*Wright (Richard)

Richard Wright's literary work emphasizes a contrast between black women and white women. Although both are givers'' to black boys, the nature of what they give is different. The black woman gives physical life, feeds it, and protects it at the expense of spiritual or creative vitality. Her goal is to survive bodily, to breathe, to have enough strength to endure the physical deprivations of being black. The black woman mothers a people dead of spirit but alive with physical capability; she does this through counsel, religion, example, and, if these fail, physical torture. Young black girls learn this pattern from older black girls and the conditioning becomes a mothering'' of humans lacking in personal initiative and creative drive. In contrast to the black women in Wright's works, the white women are unconcerned with the physical survival of black boys. Instead, white women coax black boys out of the mothering syndrome and into the mommism'' syndrome, enticing Wright's black boy characters toward a life of the spirit at the expense of physical death. With this contrast between the physical and the spiritual, Wright points out the evils of racist, classist societies that fragment the self and force black men into unfair, unnecessary choices between physical life and spiritual meaning. (RL)

ED 168 090 CS 502 443

Wiseman, Richard L. Davison, Mark L.
The Semantic Meanings and Functions of Conversational Closings.
Pub Date-Feb 79
Note-25p.; Paper presented at the Annual Meeting of the Western Speech Communication Association (Los Angeles, California, February 18-21, 1979)
Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Content Analysis, Educational Research, Higher Education, *Interaction Process Analysis, *Interpersonal Relationship, *Semantics, Social Relations, *Speech Communication, *Verbal Communication
Identifiers-*Communication Research, *Conversation

A total of 79 college students participated in an investigation designed to clarify the function of conversational closings. Multidimensional scaling was used to derive a three-dimensional representation of the semantic meaning conveyed by 20 frequently used conversational closings. Regression analyses of the scaling solution suggested that the dimensions could be interpreted as reflecting the degree of inaccessibility, the degree of social distance between partners, and the degree of the support for the relationship signalled by the terminals. The results indicated that the semantic meaning of closing terminals would allow them to serve two functions: signalling inaccessibility and signalling support for the relationship. The obliqueness of the dimensions suggests that a terminal might simultaneously fulfill more than one function and that the functions are not independent. (Author/FL)

ED 168 132 EA 011 404

Jovick, Thomas D.
Creating Indices from the Control Structure Interview Through Data Collapsing and Multidimensional Scaling: Approaches to Data Analysis in Project MITT.
Oregon Univ., Eugene. Center for Educational Policy and Management.
Spons Agency-National Inst. of Education (DHEW), Washington, D.C.
Pub Date-78
Note-68p.; Not available in paper copy due to light print of original document; For related documents, see ED 161 153, EA 011 403, and EA 011 425
Pub Type- Reports - Research (143)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-Centralization, Cluster Analysis, Computer Oriented Programs, *Data Analysis, Decision Making, Educational Research, Graphs, *Multidimensional Scaling, Power Structure, Questionnaires, *Statistical Analysis, Tables (Data), Team Teaching
Identifiers-*Management Implications of Team Teaching, Project MITT

This paper discribes the analysis of data in the Management Implications of Team Teaching Project (MITT). It touches on the interviews conducted with teachers and principals, presents the breadth of information obtained in the questionnaire, and explains how the data were aggregated and how issues were grouped. Information collected in the interview focused on how decisions were made in schools in a number of areas. The task was to develop indices by which decision-making in each school could be characterized. The researchers formulated nine types of control structures on the basis of the interface between the "input population" (who made the decision) and the "output population" (who were affected by the decision). The evidence gathered was combined into groupings to reflect components of the instructional program about which decisions were made. Profiles were clustered through multidimensional scaling, internal analysis was conducted resulting in recombination of the clusters, and a complex external analysis was conducted. (JM)

ED 168 154 EA 011 428

Managing Your Schools: What's Ahead. Education U.S.A. Special Report.

National School Public Relations Association, Arlington, Va.
Pub Date-79
Note-97p.
Available from-National School Public Relations Association, 1801 North Moore Street, Arlington, Virginia 22209 ($9.95; all orders under $12 must be accompanied by payment)
Pub Type- Reports - Research (143)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-Administrative Personnel, Administrator Education, *Administrator Role, Board of Education Policy, *Board of Education Role, Boards of Education, Case Studies, Management by Objectives, *Management Systems, Personnel Management, Records (Forms), School Community Relationship, School Organization
Identifiers-Management by Group Objectives, Zero Base Budgeting

Today's schools are faced with a new challenge namely, how they can be managed more effectively. This book evaluates concrete management plans such as Management By Objectives (MBO) and Zero-Base Budgeting and explains the principles that different systems work on, where they have been tried, how they have succeeded or not succeeded, and why. Detailed case studies are cited and charts illustrate the methods discussed. The book also offers alternatives for simplifying and updating existing types of management. Individual chapters deal with administrator training and school district policies, management methods, management approaches, personnel management, school-community relations, and school organization. The appendix offers a sample teacher evaluation form and a model superintendent contract. The book is written for superintendents, administrators, and school board members. (Author/LD)

ED 167 731 CE 019 083

Hickner, Marybelle R.

Concept Structure of Freshman Home Economics Majors with Implications for Teacher Education.

Wisconsin Univ. - Stout, Menomonie. School of Home Economics.

Spons Agency-Office of Education (DHEW), Washington, D.C.

Pub Date-1 Nov 74

Note-74p.; Not available in hard copy due to light print in the original document. For a related document see CE 017 333

Pub Type- Reports - Research (143)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-Attitude Tests, Failure Factors, Females, Higher Education, *Home Economics, Literature Reviews, Personality Assessment, Personality Theories, Predictive Ability (Testing), Research Needs, *Student Teachers, Success Factors, *Teacher Attitudes, *Teacher Characteristics, *Teacher Education, *Teacher Evaluation, Teacher Selection

A pilot study was conducted to determine whether organization of personality variables can be used to predict the attitudes of student teachers toward teaching. This followed a literature search that showed little research has been done on the personality characteristics of teachers which influence attitudes toward students. Three self-administered tests (the Population Opinionnaire a form of the Rokeach Dogmatism Scale , the Minnesota Teacher Attitude Inventory, and the California Psychological Test) were given to 135 female freshmen and transfer students in home economics education who would be participating in student teaching. Findings supported the study's hypothesis that prospective student teachers with an open conceptual system have a more favorable attitude toward students than those who have a closed or dogmatic system. The nonauthoritarian individual was found to possess the characteristics of tolerance, achievement via independence, intellectual efficiency, self acceptance, flexibility, responsibility, and a sense of well-being. Since this study was limited, however, to female students in home economics during one year, a larger investigation should be undertaken (1) using both male and female students from other areas of specialization, (2) using other measurement devices, and (3) instituting a longitudinal study. The results of this study may be applied as criteria for the hiring of prospective teachers as well as for the successful selection and retention of student teacher candidates for teacher education programs. (Included at the end of this report are a bibliography and tables analyzing the test scores of study participants.) (ELG)

ED 167 748 CE 019 740

Stokes, Bruce

Worker Participation Productivity and the Quality of Work Life. Worldwatch Paper 25.

Worldwatch Inst., Washington, D.C.

Pub Date-Dec 78

Note-50p.

Available from-Worldwatch Institute, 1776 Massachusetts Avenue, N.W., Washington, D.C. 20036 ($2.00)

Pub Type- Reports - Research (143)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-Cooperatives, Decision Making, Economic Climate, Economic Research, *Employee Attitudes, Employer Employee Relationship, Employment Problems, Failure Factors, Governing Boards, Industrial Relations, Job Enrichment, Job Satisfaction, *Laborers, Labor Unions, *Management, Organizational Development, *Participation, *Productivity, Quality Control, *Quality of Life, Research Needs, Success Factors, Task Performance, Work Environment, World Problems

Identifiers-*Ownership

The world economic situation is beset by growing worker dissatisfaction, slowing economic growth, and rising energy and resource costs. A partial solution to these problems may be worker participation in management and ownership. As production has become more dehumanized and workers have become increasingly dissatisfied and alienated, the quality of their work has suffered. To offset this malaise, various experiments have been conducted to improve the quality of work life and to give workers a voice in management decisionmaking. While workers in the U.S. often use unions to express their views, in other nations they hold seats on boards of directors and have formed work councils for this purpose. Ownership by workers may be either indirect in the form of investment funds and employee stock ownership programs or direct in the form of co-ops. It is difficult to generalize about the economy-wide impact of worker participation because of the lack of controlled experiments and long-term data. However, it appears that participation certainly does not harm productivity and probably improves it. Presently, worker participation is at different stages in countries around the world due to variations in cultural backgrounds and histories. (ELG)

ED 167 954 CS 004 656

Forester, Anne D. Mickelson, Norma I.
Ethnographic Research in the Reading Class.
Pub Date-78
Note-15p.; Paper presented at the Annual Meeting of the National Reading Conference (28th, St. Petersburg Beach, Florida, November 30-December 2, 1978); Best copy available
Pub Type- Speeches/Meeting Papers (150) - Guides - General (050) - Reports - Research (143)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Classroom Observation Techniques, *Classroom Research, *Data Collection, *Ethnography, *Reading Instruction, Reading Research, *Research Problems, Student Behavior, Student Teacher Relationship, Tape Recordings

Ethnographic research in reading examines process more than outcomes of instruction, considers environmental factors, and studies the behavior of individual learners. There are few descriptive studies in reading to guide researchers in ethnographic research. Some aspects of planning such a study include gaining permission from school administrators and teachers to enter the classroom over a period of time, seeking the teacher's agreement on the frequency and duration of visits, assessing whether two or more children can be observed, adopting a system of recording, developing a consistent system of transcribing data so that verbal and nonverbal aspects of communication are recorded, and evolving a theoretical framework to analyze the data. Some problem areas in this type of research may include difficulties in recording interactions, having the principal researcher in the classroom during much of the recording, and expense. Some of the benefits of this type of research are that it ends the separation of the researcher from the classroom, it serves as a bridge between the theory and practice of reading, and it may add new interest and skill to the teacher's work. (Charts with suggestions for recording data are included.) (TJ)

ED 168 001 CS 204 641

Cuthbert, Marlene Sparkes, Vernone
Coverage of Jamaica in the U.S. and Canadian Press in 1976: A Study of Press Bias and Effect.
Pub Date-Aug 78
Note-35p.; Paper presented at the Annual Meeting of the Association for Education in Journalism (61st, Seattle, Washington, August 13-16, 1978)
Pub Type- Speeches/Meeting Papers (150) - Reports - Research (143)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-Content Analysis, Foreign Countries, *Journalism, Media Research, Negative Attitudes, News Media, *Newspapers, *News Reporting, *Press Opinion, *Tourism
Identifiers-*Canada, *Jamaica

In 1976, Jamaican government officals claimed that their island had received an especially negative press in the United States during 1975 and 1976 with serious consequences for the economy and tourist trade. This accusation was not made about Canadian coverage, with one major exception, and Canadian tourism to Jamaica increased during those years while U.S. tourism fell off considerably. A study was conducted with the hypothesis that coverage of Jamaica by the Canadian press was more positive than that of the U.S. press and that coverage of social change was less often presented in a cold war context in the Canadian press. An analysis of six daily newspapers in the U.S. and three in Canada showed that negative coverage in the two countries was about the same but that U.S. coverage did tend to emphasize the cold war context more than the Canadian coverage did. In addition, interviews with travel agents in both countries revealed that Canadian travel agents discounted negative news much more than their U.S. counterparts. It is suggested that media coverage had less effect on tourism than did the mediated influence of travel agents. (TJ)

ED 168 175 EA 011 453

Campbell, Jeanne Studer, Sharon

Eliminating Sex Bias Pipe Dream or Possibility? A Program Description and Evaluation Summary of the Title IV/C, ESEA Project, Eliminating Sex Bias in Education.''

Minneapolis Public Schools, Minn.
Pub Date-15 Jul 77
Note-13p.
Pub Type- Reports - Evaluative (142)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Elementary Secondary Education, Inservice Education, Instructional Materials, Interviews, Observation, Program Descriptions, Questionnaires, *Sex Discrimination, State Programs, Statistical Analysis, Student Attitudes, Teacher Attitudes, Textbook Bias, Validated Programs
Identifiers-Elementary Secondary Education Act 1965 Title IV, *Minneapolis Public Schools MN

This paper describes a three-year project funded by Title IV/C of the Elementary and Secondary Education Act (ESEA) and initiated by the Minnesota state board of education to reduce sex bias among students and teachers in Minneapolis. Emphasis during the first year of the project was on the development of nonsexist curriculum materials to be used in intermediate and secondary classrooms. During the second year, lessons were developed for use in primary classrooms. The third year focused on the extent of attitude change. By the end of the project, 95 percent of Minneapolis teachers had received inservice training in nonsexism with the understanding they would teach the nonsexist lessons in their classrooms. Data were collected via questionnaires, interviews, and observations. Results showed that the use of nonsexist curriculum materials changed student and teacher attitudes to a significant degree. With the exception of the secondary level, teachers reported they and their students became more aware of the need to focus on the elimination of sex bias from the educational system. The report hypothesized that because students continually change classes at the secondary level, there is less chance for any single teacher to serve as a role model. Also, nonsexist lessons being taught become much more diffused when they are only a part of a one-hour class. (Author/LD)

ED 168 217 EA 011 508

Fullan, Michael And Others

OD in Schools: The State of the Art. Vol. II: Review of Research on OD. Final Report.

Center for Policy Research, New York, N.Y.; Ontario Inst. for Studies in Education, Toronto.
Spons Agency-National Inst. of Education (DHEW), Washington, D.C.
Pub Date-Aug 78
Contract-400-77-0051; 400-77-0052
Note-65p.; For related documents, see EA 011 348 and EA 011 509-511; Preface may not reproduce clearly due to light print
Pub Type- Information Analysis (070) () - Reference Materials - Bibliographies (131)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-*Educational Research, Elementary Secondary Education, Foreign Countries, *Organizational Development, Organizational Effectiveness, School Districts
Identifiers-Canada, United States

The purpose of this document, the second of a five-volume series, was to analyze the various reviews of organizational development (OD) in general, and case studies of school districts in particular, in order to synthesize information about OD as it applies to schools. The review is organized into four main categories: (1) values, themes, and goals of OD; (2) operating characteristics; (3) outcomes; and (4) the future. The volume closes with a bibliography containing some 70 sources. (Author/LD)

ED 168 238 EC 113 810

Evaluation of the Process of Mainstreaming Handicapped Children Into Project Head Start. Phase II Interim Report.
Applied Management Sciences, Inc., Silver Spring, Md.
Spons Agency-Administration for Children, Youth, and Families (DHEW), Washington, D.C.
Pub Date-24 Mar 78
Contract-103-76-1113
Note-290p.; Print is marginal and may not reproduce well; For related documents, see EC 113 808-811
Pub Type- Reports - Evaluative (142)
EDRS Price - MF01/PC12 Plus Postage.
Descriptors-*Handicapped Children, *Mainstreaming, Methods, Parent Attitudes, Preschool Education, *Preschool Programs, Teacher Attitudes
Identifiers-*Project Head Start

The document presents the interim report for Phase II of a study to determine how services provided by Project Head Start programs impact handicapped preschool children. The report summarizes the baseline data obtained and identifies the key methodological issues for consideration in the final data analysis effort. The instrumentation and methodology are reviewed, a preliminary analysis of baseline findings is presented, pretreatment conditions are documented, and certain methodological issues are clarified for the analysis plan. In addition to comparing handicapped children's progress in Head Start and other programs with a small sample of unserved children, the study also focuses on involvement with Head Start as it affects parent and teacher attitudes. A description of the sample is presented, and instrumentation issues are discussed, including the Alpern-Boll Developmental Profile and measures of attitude towards mainstreaming of the handicapped. Group differences considered include personal characteristics of the child, attitudes and characteristics of the child's family, attitudes and characteristics of the teachers, characteristics of the programs, and classroom integration. Data collection procedures, instruments, frequency tables for demographic data, and the Duncan Socio Economic Index are appended. (DLS)

ED 167 697 CE 016 697

Kennedy, Mary Ellen

Meeting the Educational Needs of the Older Adult: ELDERHOSTEL as a Program in Collegiate Education.

Pittsburgh Univ., Pa. Graduate School of Library and Information Sciences.
Pub Date-11 Apr 78
Note-29p.
Pub Type-Reports - Descriptive (141)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Adult Characteristics, Adult Students, *College Programs, Continuous Learning, Economically Disadvantaged, Educational Finance, *Educational Opportunities, Interaction, Intergroup Education, Learning Experience, *Liberal Arts, Networks, *Noncredit Courses, *Older Adults, Residential Programs, Senior Citizens, Stereotypes
Identifiers-*ELDERHOSTEL, Higher Education Act 1965, *Intergenerational Programs

Educational programs geared for older adults are a recent development in colleges. While certain physical handicaps may occur older persons can learn, nonetheless. Older adults are interested in learning new things and are excited by interacting with younger people in intergenerational college courses. Many programs are being built on the 1965 Higher Education Act and other adult education legislation. The most recent of these, and perhaps most innovative, is ELDERHOSTEL. ELDERHOSTEL offers residential academic programs to persons over sixty within a network of over 100 college and university campuses in eighteen states for one-week periods. ELDERHOSTEL began in 1974, and in its first days offered fifteen weeks at five colleges to 220 persons. By 1977, 1,541 persons were being served. The national office, located in Newton, Massachusetts, directs program coordination, standardization, and evaluation. Generally, liberal arts programs have been stressed. Each school is required to provide three college-quality courses with seven to ten contact hours a week. Courses are noncredit and require no tests, grades, or homework. Most programs are initially funded under Title I of the 1965 Higher Education Act. ELDERHOSTEL attempts to integrate older adults into the larger society through intergenerational classes. (CSS)

ED 167 858 CG 013 253

Developing Your Volunteer Program in Aging: Training Design, Part 2.
Michigan State Office of Services to the Aging, Lansing.
Pub Date-Jan 76
Note-91p.; For related documents, see CG 013 252-254 ; Parts may not reproduce clearly due to print quality
Pub Type- Guides - Non-Classroom (055)
EDRS Price - MF01/PC04 Plus Postage.
Descriptors-*Older Adults, *Program Development, *Project Training Methods, *Sensitivity Training, Social Agencies, *Volunteers, *Volunteer Training

This manual, prepared by the Michigan Office of Services to the Aging, is intended to aid agencies concerned with aging in planning volunteer programs. This second of three volumes helps the volunteer coordinator design and implement a successful training program for the volunteer network. The training process described here begins with the identification of volunteer needs and problems. The manual shows how the trainer can set learning objectives which are discussed and agreed to by the volunteer. Other training exercises presented include using a variety of techniques to meet these objectives. The final step in the training process, evaluation, is presented as an ongoing concern of both the volunteer and the trainer. (BN)

ED 167 907 CG 013 311

Teacher Activity Package; Decision Making. Grades 2-6.
Cooperative Educational Service Agency 8, Appleton, Wis.
Note-42p.; For related documents see CG 013 307-312
Pub Type- Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*Affective Behavior, *Decision Making Skills, Drug Education, Elementary Education, Elementary School Students, Individual Development, *Problem Solving, *Teacher Role, Validated Programs, *Values
Identifiers-National Diffusion Network Programs

This teacher activity package deals with the process of decision making in children. It assumes that fundamental to decision making is an awareness of one's own opportunity to make decisions as well as an understanding of the process itself. It also assumes that children can be helped, by teachers and other influential persons, to see and accept the probable consequences of their choices. The objectives of the decision making activities included in this package are to stimulate students' awareness of their decision making opportunities, to provide students some decision making opportunities, and to facilitate students' understanding of the process of decision making. The purpose and procedure of each exercise is provided for the teacher's use. The activities include role playing situations, decision making stories, and questionnaires. Some activities deal with questions concerning the use of drugs and alcohol. (Author/PK)

ED 167 714 CE 018 614

Hinrichs, Roy S., Comp.

The Mississippi Chapter of the American Industrial Arts Student Association. Advisor's Handbook. Industrial Arts Series, Publication Number 10,015.

Mississippi Research and Curriculum Unit for Vocational and Technical Education, State College.

Spons Agency-Mississippi State Dept. of Education, Jackson. Div. of Vocational and Technical Education.

Pub Date-78

Note-68p.; Parts will not reproduce well

Pub Type- Guides - Non-Classroom (055) - Collected Works - Serials (022)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors-Administrator Guides, *Industrial Education, Meetings, Organization, *Program Planning, Secondary Education, *Student Organizations, Vocational Education

Identifiers-*American Industrial Arts Student Association, Mississippi

Designed for industrial arts teachers, this advisor's handbook contains general information about the American Industrial Arts Student Association (AIASA) and specific instructions for organizing and conducting student clubs. Sections of information include the following: (1) Policy of United States Office of Education (USOE) for vocational education student organizations; (2) AIASA general information (What is AIASA? What are industrial arts? What are the purposes of AIASA? Why should your students join AIASA? What do students get for their AIASA dues? What does AIASA membership support? AIASA and the student/school/state/nation; (3) organizing an AIASA chapter (AIASA A teaching tool; How to organize a local AIASA chapter; AIASA chapter advisor responsibilities; installation of officers; chapter opening and closing ceremonies; AIASA chapter activities; chapter fund raising projects); (4) Articles of Incorporation (AIASA constitution); (5) the AIASA emblem (symbolism of the emblem, the emblem colors); and (6) the AIASA motto and creed. (JH)

ED 167 766 CE 020 020

Small Business Management. Volume II: Business Analysis. Entrepreneurship Education for Adults Program Development and Implementation. Second Edition.

Minnesota Research Coordinating Unit for Vocational Education, Minneapolis.; Minnesota Univ., St. Paul. Dept. of Agricultural Education.

Spons Agency-Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C.

Pub Date-Jun 78

Grant-G007605299

Note-390p.; Not available in hard copy due to reproducibility problems; For related documents see CE 020 015-019

Pub Type- Guides - Classroom - Learner (051)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-*Accounting, Adult Education, *Bookkeeping, *Business Administration, *Business Education, Instructional Materials, Learning Activities, Management, Postsecondary Education, Recordkeeping, *Simulation, *Teacher Education

Identifiers-Entrepreneurship, *Small Business

A practice problem in year-end business analysis is presented to provide experience with a system of single-entry bookkeeping as part of a small business management adult education program. The problem simulates an entire business year and includes transactions involving general business revenues and expenses pertaining to most small retailing organizations. A standardized chart of accounts is included which is generally adaptable to computerization and can be applied to most double-entry accounting systems. Data forms are included to aid in compiling the necessary information for a complete business analysis. Complete, step-by-step instructions for filling in the data forms specify the exact input required for each line and column on the data forms. Documentation for the business analysis includes a line-by-line description of each item contained in the table of analysis. The data form number and specific line numbers are also included. Appendixes contain keys to the practice problem and data forms and an analysis and interpretation of the business analysis problem. (JH)

ED 167 802 CE 020 270

Elberling, Darlene W.
A Pathfinder and Annotated Bibliography on Adult Education.
Minnesota Univ., Minneapolis. Dept. of Curriculum and Instruction.
Pub Date-Apr 79
Note-27p.
Pub Type- Reference Materials - Bibliographies (131)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Adult Development, *Adult Education, Audiovisual Aids, Books, Data Bases, Educational History, Educational Philosophy, *Educational Resources, Films, Futures (of Society), Guides, Indexes (Locaters), *Library Material Selection, Newsletters, Periodicals, Professional Associations, Program Development, Psychology, Tape Recordings, Textbooks

A guide to resources in adult education is presented in two sections: a pathfinder'' and an annotated bibliography. In section 1 a scope note defines adult education and provides a brief history of adult education in the U.S. Subsequently, a number of pathfinder'' references are listed: introductory adult education materials (3); card catalog subject headings for the Walter Library (4) and the Library of Congress (17); frequently mentioned texts (11); adult education material call numbers (10); guides, encyclopedias, and dictionaries (5); bibliographies (5); data bases and related materials (5); Current Index to Journals in Education'' subject headings (16), Education Index'' subject headings (29), and Reader's Guide to Periodical Literature'' subject headings (12); other field-related indexes (2); journals often containing adult education articles (9); newsletters (13); adult education associations (9); and audiovisual materials (4). Section 2 contains an annotated bibliography for the following sources: books general works (5); bibliographies (6); and data bases (6). Also reviewed are works of different foci: historical (3); philosophical (4); psychological (6); developmental (13); program development (34); and futures (9). Finally, periodical indexes (6); journals (10), and audiovisual materials (24) are annotated. (CSS)

Communicating Career Education for Rural Appalachia. Annual Report.
Kentucky Valley Educational Cooperative, Hazard.
Spons Agency-Office of Education (DHEW), Washington, D.C.
Pub Date-28 Dec 78

Grant-G0077C0114
Note-285p.; For related documents see ED 132 284 and ED 138 786 ; Not available in hard copy due to reproducibility problems
Pub Type- Reports - Descriptive (141) - Reports - Evaluative (142)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-Career Awareness, *Career Education, Communication (Thought Transfer), *Curriculum Development, Educational Objectives, Elementary Secondary Education, Family Involvement, Grade 1, *Information Dissemination, Learning Activities, *Material Development, Newsletters, Objectives, Problems, *Program Evaluation, Publications, *Rural Education, Surveys, Units of Study
Identifiers-Appalachia, Education Amendments 1974

The purpose of this project was to communicate career education philosophy, methods, program activities, and evaluation results to rural Appalachian career education practitioners and the general public. The project accomplished six major objectives: (1) refined and published 500 copies of the ten best career education units, grades 1-9, developed during the first three program years; (2) involved the family in career education through a work program designed by students, families, and teachers; (3) developed and published 1500 copies of six "how to" documents; (4) developed and published 1500 copies of five regionalized monographs; (5) provided a visitation schedule for those interested in observing career education in the Kentucky Valley Educational Cooperative Area; and (6) published six bi-monthly editions of a newsletter, "The Communicator." The project directly involved 33,399 students K-12. There were 1,382 teachers, 35 counselors, 142 administrators, 324 business/labor/industry persons directly involved and 31,548 parents directly/indirectly involved. A third-party survey of 240 individuals (mostly school personnel) familiar with the project's objectives and data analysis of the 114 usable returns revealed that all dissemination activities were considered effective by respondents. (Appendixes include a career education unit, grade level 1; booklets on involving the family in career education, correlating career education with character education, and the role of the superintendent; and a copy of "The Communicator," and the evaluation report.) (Author/CSS)

ED 167 838 CE 020 394

Job Corps Education Program Guide. ETA Handbook No. 401.

Employment and Training Administration (DOL), Washington, D.C. Office of Youth Programs.
Pub Date-6 Feb 79
Note-112p.
Pub Type- Guides - Non-Classroom (055) - Reports - Descriptive (141)
EDRS Price - MF01/PC05 Plus Postage.
Descriptors-Administrator Responsibility, *Administrator Role, *Educational Programs, *Federal Regulation, *Policy, Policy Formation, Program Administration, Program Improvement, Student Attitudes, Teacher Morale, *Teaching Methods, *Vocational Education Teachers
Identifiers-*Job Corps

This guide is directed to education program administrators and basic education teachers in Job Corps Centers to help them understand how their functions relate to those of the center and to federal regulations and policies, and also to pass on some of the program experience accumulated by Job Corps teachers and administrators during the last dozen years. The first two chapters outline the program, the policies, and policy sources which define the education administrator's authority and responsibility, whether such policies are specifically directed to the administrator or to the operating agency or corporation and delegated through the center director. They include what the administrator and teachers need to know to meet statutory and administrative requirements for a basic education program in the Job Corps. The last two chapters are directed to both administrators and teachers. They deal with basic teaching strategies and include recommendations, discussions, and suggestions for program improvement and enrichment. The section considers matters of general interest and concern, such as ways of introducing controlled variety into Job Corps education programs and improving the morale and motivation of both teachers and students (Author/CT)

ED 167 883 CG 013 279

Kershaw, Robert H.

Reducing Sex Discrimination in Course Offerings in Compliance With Title Nine.

Pub Date-3 Aug 78

Note-167p.; Not available in hard copy due to marginal legibility; Course catalogs not filmed due to non-reproducibility; Ed.D. Thesis, Nova University

Pub Type- Reports - Research (143) - Dissertations/Thesis (040)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-*Board of Education Policy, *Change Strategies, *Curriculum Development, *Educational Improvement, Educational Legislation, Elementary Secondary Education, Enrollment, Inservice Education, Needs Assessment, Secondary School Students, *Sex Discrimination

Identifiers-*Title IX

The disproportionate enrollment numbers of males and females in various classes in the Hayward, California Unified School District were investigated. A needs assessment was conducted to identify the subject, teacher, total enrollment, and sexual composition of the classes. Results indicated that 39 classes were disproportionate in their sexual composition and therefore not in compliance with Title IX guidelines. These data led to the establishment of the objective of reducing the number of courses exhibiting sexually disproportionate enrollments by 50%. This objective was achieved by implementing inservice sessions for counselors, making curriculum revisions, and notifying parents, students, and the community of the district's Title IX practices and policies. Results of these efforts indicated that: (1) counselors increased their knowledge and skills in developing change objectives for their schools; (2) the number of classes exhibiting sexually disproportionate enrollments was reduced by over 50%; (3) sex designations were eliminated from the curriculum; and (4) students and staff felt a significant reduction in sex bias occurred. Evaluation instruments and descriptions of change strategies are contained in the appendices. (Author/HLM)

ED 167 932 CG 013 366

Hannafin, Michael J.

ADAPT: Alternative Direction for Adjustment and Personal Training, Part 1 and 2.

Spons Agency-Gilbert Public Schools, Ariz.
Pub Date-4 Oct 78
Note-17p.
Pub Type- Reports - Descriptive (141)

EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Educational Alternatives, *Emotionally Disturbed Children, Individual Needs, *Normalization (Handicapped), Personal Adjustment, Program Evaluation, Secondary Education, *Special Programs, *Student Centered Curriculum
Identifiers-*Project ADAPT

This program description and evaluation outlines the first year of operating ADAPT (Alternative Direction for Adjustment and Personal Training), an interdisciplinary four-hour daily approach to ``total education'' for behaviorally/emotionally handicapped high school students. It describes the program's curriculum, which provides a values orientation to the individually tailored academic, vocational, interpersonal, and field education courses. After describing the program's background, philosophy and purpose, the paper discusses: student identification and placement; staff characteristics; classroom management; parent participation; curriculum and class credits; counseling services for students, teachers, and families; and administrative considerations. The report favorably evaluates the program both subjectively and objectively. Subjectively, it surveys faculty, administrators, parents, and students; objectively, it compares data for attendance, suspensions, and disruptive incidents. (LJS)

Strouss, Sara Jane
Categorizing the IEA Reading Comprehension Test Items by Ratings, Factor Analysis, Cluster Analysis, and Scalogram Analysis.
Pub Date-78
Note-67p.; M.A. Thesis, University of Pittsburgh; Several pages may not reproduce due to small type
Pub Type- Dissertations/Thesis (040) - Reports - Research (143)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-Evaluation, Foreign Countries, Measurement Techniques, Reading Achievement, *Reading Comprehension, *Reading Research, *Reading Tests, Research Methodology, Secondary Education, *Taxonomy, *Test Items
Identifiers-Barrett (T C)

One method of delineating reading comprehension is T. C. Barrett's taxonomy, which contains the categories of literal comprehension, reorganization, inferential comprehension, and evaluation. In a study devised to test whether the categories of this taxonomy are hierarchical, a reading comprehension test developed by the International Association for the Evaluation of Educational Achievement (IEA) was administered to approximately 9,000 14-year-old students in England, New Zealand, and the United States. The items of this test were classified by raters into one of the taxonomy categories and then analyzed by factor analysis, cluster analysis, and scalogram analysis. These methodologies were used to determine how each analysis explained the test items for each country and to observe the consistency across the methodologies. The findings revealed that none of the analyses strongly supported the proposed hierarchical structure of Barrett's taxonomy as measured by the IEA test items. (Tables of data are appended.) (Author/FL)

Barney, Ralph D. Baker, Don M.
A Dualistic Presumption: The Journalist as Conduit and'' Pluralist.
Pub Date-Aug 77
Note-45p.; Paper presented at the Annual Meeting of the Association for Education in Journalism (60th, Madison, Wisconsin, August 21-24, 1977)
Pub Type- Information Analysis (070) - Opinion Papers (120) - Speeches/Meeting Papers (150)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Decision Making, Futures (of Society), Information Dissemination, *Journalism, *News Media, *News Reporting, Perspective Taking, Persuasive Discourse, Press Opinion, *Social Responsibility

The task of the journalistic pluralist is one of presenting alternatives so that audiences may exercise personal freedom in choosing among them. It has been held generally that the more publications there are the more sources of information the more the idea of pluralism will be served. However, with the consolidation of media ownership and the emergence of more specialized audiences, this assumption has become obsolete. In redefining the concept of pluralism, a model has been proposed that places the individual journalist in the position of conduit. As a conduit, the journalist has a responsibility to offer a forum to the special pleader''; however, the more difficult responsiblity is that of generating and presenting messages that tend to counter those of the organized special pleading groups. Such generation of alternative messages allows individual audience members to consider options in their decision making processes. Thus, the pluralistic journalist becomes an essential element in the production of decisions by society. (FL)

ED 168 068 CS 502 377

Weber, Theodore S., Jr.

What's He Doing There? Or, Can a Communicator Find Happiness in Management?

Pub Date-Oct 78
Note-16p.; Paper presented at the Conference of the Industrial Communication Council (New York, New York, October 1978)
Pub Type- Speeches/Meeting Papers (150) - Opinion Papers (120)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Business, Business Skills, *Career Change, *Communication (Thought Transfer), Communication Skills, *Management, *Managerial Occupations, *Occupational Mobility, Organizational Communication, Vocational Adjustment
Identifiers-*Editors

There are a number of opportunities for communication experts to move into fulltime general management. The particular role that they can fill to advantage to themselves and to the company is as generalists with the abilities to analyze, balance points of view, be objective, present issues effectively, and retain a sense of values. Some skills need to be retained and broadened or sharpened including being a good communicator, retaining a broad approach to life, knowing when to listen, and remaining healthily skeptical. Some skills will need to be developed from scratch by most communicators. These include developing financial know-how, especially knowing the language and having an acquaintance with statistical yardsticks; continuing to broaden perspective; not losing touch with people in communications; and learning to consider not only how'' but what,'' why,'' and whether.'' Some observations about how to move into management include: keep positioning yourself to learn new skills, and seize every opportunity that comes along to do something out of the ordinary. (TJ)

ED 168 091 CS 502 445

Hellweg, Susan A.

An Examination of the Ideal Political Candidate as a Function of Selected Voter Characteristics.

Pub Date-Mar 79
Note-30p.; Paper presented at the Western Political Science Association Conference (Portland, Oregon, March 1979)
Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC02 Plus Postage.
Descriptors-College Students, *Communication (Thought Transfer), *Credibility, Elections, *Political Attitudes, *Public Opinion, *Role Perception, *Social Science Research
Identifiers-*Homophily

A study utilizing source credibility and homophily as a basis for analysis was designed to examine the conceptualization of the ideal political candidate. In addition, this conceptualization was examined across selected voter characteristics to determine if it varied on that basis. Questionnaires were administered to 390 college students to measure the perceived credibility, homophily, and dogmatism of the ideal male political candidate. Demographic information was also elicited for each student. An analysis of the results revealed that the ideal political candidate was perceived to be extremely competent, extremely high in character, quite composed and sociable, slightly extroverted, slightly similar to the voters in attitudes and beliefs, and neutral in similarity in terms of background and personality. Furthermore, the findings indicated that this conceptualization did not vary as a function of voter sex, political party affiliation, liberal/conservative tendencies, or dogmatism. (Author/FL)

ED 168 113 EA 011 375

DuVall, Lloyd A.

SPECS 2. Component Two: Program Budgeting and Cost Accounting.

Oregon Univ., Eugene. Center for Educational Policy and Management.

Spons Agency-National Inst. of Education (DHEW), Washington, D.C.

Pub Date-76

Note-42p.; For related documents, see EA 011 372-379; Not available in paper copy due to small print of original document

Available from-CEPM Publications, Center for Educational Policy and Management, College of Education, University of Oregon, Eugene, Oregon 97403 ($2.50)

Pub Type- Guides - Non-Classroom (055) - Reports - Descriptive (141)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-Computer Oriented Programs, *Cost Effectiveness, Decision Making, Educational Finance, Elementary Secondary Education, Guides, *Program Budgeting, *Program Costs, Program Development, Program Planning, *School Accounting, School Districts

Identifiers-*Cost Accounting, *School Planning Evaluation Communication System

The School Planning, Evaluation, and Communication System (SPECS) is an overall design for districtwide program assessment and development. It is both a way of interrelating planning and evaluation of individual programs and a way of comparing the outcomes of all district programs with the district's community-defined educational goals. Component Two of the five SPECS components is a program budgeting and accounting system that provides a way to collect and analyze financial information about actual operating programs. This booklet is designed to assist school district personnel in implementing a program budgeting and accounting system from line item to program format. For districts interested in a more comprehensive approach to developing management information, this booklet can serve as a guide to the financial accounting portion of the district's programs. The booklet may be used either alone to install program budgeting and accounting procedures or in conjunction with the remaining SPECS implementation booklets that detail procedures for implementing the other four components of SPECS. The booklet attempts to answer key questions, sets down 14 steps toward implementation, suggests other applications of the system, and lists benefits and problems. (Author/JM)

ED 168 155 EA 011 429

Education Laws 1978. A Guide to New Directions in Federal Aid. Education U.S.A. Special Report.

National School Public Relations Association, Arlington, Va.

Pub Date-78

Note-121p.

Available from-National School Public Relations Association, 1801 North Moore Street, Arlington, Virginia 22209 ($11.95; all orders under $12 must be accompanied by payment)

Pub Type- Guides - Non-Classroom (055) - Legal/Legislative/Regulatory Materials (090)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-*Basic Skills, *Bilingual Education, *Community Schools, *Compensatory Education Programs, Disadvantaged Youth, *Educational Legislation, Equal Education, *Federal Aid, Federal Programs, Federal State Relationship, Sex Fairness, State Programs

Identifiers-*Education Amendments 1978, *Elementary Secondary Education Act 1965, Elementary Secondary Education Act 1965 Title I, Elementary Secondary Education Act 1965 Title II, Elementary Secondary Education Act 1965 Title III, Elementary Secondary Education Act 1965 Title IV, Elementary Secondary Education Act 1965 Title IX, Elementary Secondary Education Act 1965 Title V, Elementary Secondary Education Act 1965 Title VII, Emergency School Aid Act, Impact Aid

In 1978, Congress reviewed and revised the major federal education programs covered by the Elementary and Secondary Education Act (ESEA). Programs were expanded, tightened up, or redirected. For example, Title I and impact aid will direct millions more in federal aid to the big cities of the North and Midwest at the expense of the rural South. A new and already controversial basic skills program was created, along with 12 new categorical aid programs. Disadvantaged children attending private schools were guaranteed equal shares of federal education funds. This report contains chapters on all the major ESEA programs: Title I, impact aid, emergency school aid, bilingual education, and basic skills. Charts and graphs illustrate where the money will go, including breakdowns by state and for the 50 largest school districts. The report presents and explains the details of each program and is intended to help the educator develop and implement plans that will ensure the best return for a school's dollars. Explanations concerning how the legislation worked its way through Congress are also included. (Author/JM)

ED 168 196 EA 011 484

Daniels, Michael R. Allan, Richard G.

An Assessment of the Comprehensive High Schools in Georgia. Final Report.

National Evaluation Systems, Inc., Amherst, Mass.
Spons Agency-Georgia State Advisory Council on Vocational Education, Atlanta.
Pub Date-Jun 77
Note-290p.; Not available in paper copy due to marginal legibility of parts of original document
Pub Type- Reports - Evaluative (142) - Tests/Questionnaires 160)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-*Administrator Attitudes, Adoption (Ideas), *Comprehensive High Schools, Conventional Instruction, *Employer Attitudes, Postsecondary Education, Secondary Education, *Student Attitudes, Tables (Data), *Teacher Attitudes, *Vocational Education
Identifiers-*Georgia

The purpose of this study was to assess the procedures and performances of comprehensive high schools in Georgia and to gather data for guiding future programs. The 112 comprehensive high schools in Georgia offer a combination of vocational and traditional academic programs. This report focuses on the input, process, and output of the comprehensive school system. Questionnaires were distributed and interviews conducted with principals, faculty, and students in vocational programs. Highlights of the findings showed that a majority of the students intend to pursue postsecondary training; vocational instructors have the most influence on students' selection of programs, jobs, and postsecondary training; graduates feel vocational programs prepare them slightly better than academic programs; and employers favor graduates of comprehensive high schools over those from strictly academic high schools. Recommendations are offered for guiding the future development of the comprehensive high school system in Georgia. (Author/LD)

ED 168 263 EC 114 069

Peter, Barbara

Human Awareness Program: A Sex Manual for Use in Juvenile Court Schools.

California Juvenile Court Schools Training Program, San Jose.; California State Dept. of Education, Sacramento.; Santa Clara County Superintendent of Schools, San Jose, Calif.

Spons Agency-Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.

Pub Date-Jan 79

Note-97p.; For related information, see EC 114 070-072

Available from-California Juvenile Court Schools Training Program, 100 Skyport Drive, San Jose, California 95110 ($5.75)

Pub Type- Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors-Adolescents, *Anatomy, Community Support, *Contraception, *Delinquency, Emotionally Disturbed, Instructional Staff, Laws, *Pregnancy, *Sex Education, *Sexuality, *Venereal Diseases

The booklet provides information and materials for setting up and implementing a 10-day sex education course for delinquent or sexually active adolescents. The course objectives are stated as imparting factual information in the areas of anatomy, venereal disease, birth control, and pregnancy. The manual provides information on staff considerations and preparations, preliminary development and guidelines for gathering community support, relevant laws, and lesson plans (including graphics). The objectives and guidelines of the program pre and post test on human awareness are provided. A glossary of terms related to human reproduction and related areas of social health education is included. Among appendixes are a list of student and teacher pamphlets and books, films and filmstrips, and reprints of newspaper and magazine articles. (PHR)

ED 167 784 CE 020 217

Righthand, Herbert

A Survey of Hands On'' Exploration.
Pub Date-11 Apr 79
Note-11p.; Paper presented at the American Educational Research Annual Meeting (San Francisco, California, April 8-12, 1979)
Pub Type- Reports - Descriptive (141) - Reports - Research (143) - Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Area Vocational Schools, *Career Choice, *Career Education, Decision Making, *Educational Research, *Experiential Learning, Experimental Programs, Grade 9, Occupational Aspiration, Research Needs, Secondary Education, Secondary School Students, Trade and Industrial Education, *Vocational Education
Identifiers-Connecticut

The hypothesis that actual physical involvement (hands-on experience) with the work of a craft will influence the occupational goals of students was tested. The subjects were 2,921 ninth-grade students in Connecticut who were enrolled during 1974-1975 in sixteen area vocational-technical schools which offer Trade and Industrial occupational programs. For admission purposes, these students completed a form on which they indicated their first and second choices of careers. With few exceptions, all these students participated in a shop exploration program in which time is spent in each of the trades offered at the school. In the shop they perform some of the simpler tasks as well as participate in the theory lessons associated with the trade. After a cycle of rotating in each of the six to fifteen trades offered, a tentative shop assignment is made. The assignment is based on each student's choice, the shop teacher's evaluation, and the availability of shop stations. The findings indicated that 55.9% of 2,847 students changed their career choice after the cyclical portion of the program. Also, 85.4% of the students were assigned to the shop of their choice. The findings show some evidence that students will change their occupational goals and narrow their career choices as a result of these hands-on experiences. (EM)

ED 168 023 CS 204 721

Composition: K-12.
Chelmsford Public Schools, Mass.
Pub Date-78
Note-115p.
Pub Type- Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC05 Plus Postage.
Descriptors-*Behavioral Objectives, *Composition (Literary), Elementary Secondary Education, *English Instruction, *Expository Writing, Learning Activities, Sequential Programs, *Writing Skills

The purpose of this guide is to provide educators with a unified, consistent approach to the teaching of expository writing skills. The guide emphasizes the sequential development of writing skills from kindergarten through grade 12 and provides objectives for each grade level. Each objective is accompanied by an explanation that further defines various aspects of word, sentence, and paragraph development at specific levels. When appropriate, the guide also offers activities related to the objectives. (FL)

ED 167 859 CG 013 254

Wyche, Jean E., Comp.
Developing Your Volunteer Program in Aging: Resource Materials, Part 3.
Michigan State Office of Services to the Aging, Lansing.
Pub Date-Jan 76
Note-196p.; For related documents, see CG 013 252-253 ; Parts may not reproduce clearly due to print quality
Pub Type- Guides - Non-Classroom (055)
EDRS Price - MF01/PC08 Plus Postage.
Descriptors-*Community Resources, Gerontology, *Older Adults, *Program Development, Project Training Methods, *Volunteers, *Volunteer Training

This third of three booklets was prepared by the Michigan Office of Services to the Aging to help agencies concerned with aging to plan volunteer programs. This volume is a compendium of resources, including materials from seven different volunteer programs. It contains a wide variety of training tips and techniques to help the person(s) in charge of training volunteers. The range of settings includes public schools, nursing homes, homes for the aged, escort services, and friendly visiting. Many of the programs include detailed guidelines, job descriptions, and sample forms. (Author/BP)

ED 167 908 CG 013 312

Teacher Activity Package; Drug Information. Grades 2-6.
Cooperative Educational Service Agency 8, Appleton, Wis.
Pub Date-Oct 77
Note-73p.; For related documents see CG 011 307-311
Pub Type- Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-*Decision Making Skills, *Drug Abuse, *Drug Education, Elementary Education, Elementary School Students, *Student Attitudes
Identifiers-National Diffusion Network Programs

This drug information package contains factual materials for the teacher to use with primary and intermediate students. But the total program emphasizes using the factual materials in conjunction with having students learn more about themselves, their values, and how to make decisions. The activities are geared toward several essential areas of drug prevention education: making the child understand what constitutes a drug and how drug abuse is defined; classifying household medicines; and understanding the different effects of major drugs. Charts on different drugs, their uses and effects, are provided for the teacher. Several activities are designed to help the student understand the influence that advertising and the media have on public drug consumption. The overall design of the activities, however, is to promote the proper use of drugs by the students, and to help them consider for themselves the propriety of using or abusing drugs. (PK)

ED 168 133 EA 011 405

Reducing the Variations in Per Pupil Operating Expense Among New York State School Districts by Enlarging the Tax Base: A Regional Tax Base Model.

New York State Div. of the Budget, Albany.

Pub Date-Sep 78

Note-126p.

Pub Type- Reports - Research (143)

EDRS Price - MF01/PC06 Plus Postage.

Descriptors-Educational Finance, Elementary Secondary Education, *Equal Education, *Equalization Aid, *Finance Reform, State Aid, Tables (Data), Tax Allocation

Identifiers-Boards of Cooperative Educational Services, *New York, State Aid Formulas

Uneven access to taxable real property wealth currently produces wide disparities in per pupil expenditures among New York state school districts. The state's operating aid formula does not compensate for the inequities in low wealth districts having an operating expense level of more than $1,500 per pupil. In the last decade several proposals were suggested to equalize school district fiscal resources. Although school district consolidation has tended to reduce the variations in per pupil wealth, per pupil operating expenditures, and tax rates, large differences continue. The money that could be obtained from repeal of the minimum guarantees provided for the state's wealthiest districts is inadequate to equalize expenditures. Data presented here demonstrate that averaging per pupil wealth and per pupil expenditures on the basis of Boards of Cooperative Educational Service (BOCES) regions reduces the range in wealth and per pupil expenditures, thus justifying investigation of a regional tax base model. Variations in district spending for districts within a sample BOCES region were examined using both current law and the redistribution of 5 mill, 10 mill, and 15 mill regional tax levies. The least variation in per pupil expenditures occurred with a 15 mill regional tax distributed equally among school districts located with the BOCES region. (Author/JM)

ED 168 218 EA 011 509

Miles, Matthew B. And Others
OD in Schools: The State of the Art. Vol. III: OD Consultants/OD Programs in School Districts. Final Report.
Center for Policy Research, New York, N.Y.; Ontario Inst. for Studies in Education, Toronto.
Spons Agency-National Inst. of Education (DHEW), Washington, D.C.
Pub Date-Aug 78
Contract-400-77-0051; 400-77-0052
Note-85p.; For related documents, see EA 011 348 and EA 011 508-511; Not available in paper copy due to marginal legibility of original document
Pub Type- Reports - Descriptive (141) - Numerical/Quantitative Data (110) () - Information Analysis (070)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-*Consultants, Elementary Secondary Education, Foreign Countries, *Multiple Regression Analysis, *Organizational Development, *Program Effectiveness, Questionnaires, School Districts
Identifiers-Canada, United States

The third of a five-volume series, this volume consists of two empirical studies of organization development (OD) in school systems. Part 1 reports on information gathered from over 300 OD consultants in the United States and Canada regarding job title, work base, sex, geographical region, type of training, and nature and extent of OD work in schools since 1970. Part 2, which forms the major part of this volume, details the OD programs in 76 school districts. Data were gathered through questionnaires and telephone calls and subjected to multiple regression analysis. Information is presented on the characteristics of the districts, the nature of and approaches to district OD programs, operating issues, outcomes, and recommendations. The appendices reproduce the consultant and the school district questionnaires and list the statistical outcomes of the study. (Author/LD)

ED 167 698 CE 017 025

Careers Resource Project Utilizing a Mobile Unit Design. Final Report. Report No. 5-76T-D.

Indiana Vocational Technical Coll., Evansville, Ind.

Spons Agency-Indiana State Board of Vocational and Technical Education, Indianapolis.

Pub Date-30 Jun 77

Note-52p.; The letters of appreciation, which conclude this document, may not reproduce well due to broken type

Pub Type- Reports - Descriptive (141)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors-Advisory Committees, Career Education, *Career Exploration, *Consultation Programs, *Educational Resources, Elementary Secondary Education, *Information Dissemination, Information Sources, Inservice Education, Interinstitutional Cooperation, Job Placement, *Mobile Educational Services, Objectives, *Occupational Information, Program Evaluation, Vocational Education

A project was conducted to implement seven objectives: (1) through provision of career information, consultations, and inservice training, offer a systematic, articulated, and comprehensive (K-12) career education program to schools requesting assistance; (2) increase utilization and availability of vocational/career education resources in the project service area; (3) through a public relations program and liaison coordinator of local project efforts, provide a broad vocational education information range for dissemination purposes; (4) foster interinstitutional cooperation through shared use of project personnel, equipment, and materials; (5) upon request make available to high schools (grades 9-12) an organized and systematic school-based comprehensive placement model; (6) continue to give community support and direction by maintaining an active vocational advisory counsel; and (7) account for objectives' implementation by using a state monitor and by having the careers resource project evaluate its own activities. All objectives were reached. The career education activities were instilled by using the following: inservicing of teachers, counselors, and administrators; materials libra[illegible]; mobil units; newsletters; and test instruments (Student Career O[illegible]entation Profile). These methods were made available to a school a[illegible] a total service package. (The report contains project contact records and correspondence.) (CSS)

ED 167 732 CE 019 126

Wynn, Christine

The Skills Survey: What It Is and How It Works. Personnel Management Series No. 29.

Civil Service Commission, Washington, D.C. Office of Federal Equal Employment Opportunity.

Pub Date-Oct 77

Note-56p.; The reproduced forms in Appendixes 3 and 4 will not reproduce well due to small print

Available from-Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (Stock Number 006-000-01030-0)

Pub Type- Guides - General (050)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors-Data Collection, Data Sheets, Employment Level, *Employment Qualifications, *Evaluation Methods, Failure Factors, Followup Studies, *Government Employees, Information Needs, Information Retrieval, Information Storage, *Job Skills, *Management Information Systems, Manpower Needs, Needs Assessment, Occupational Information, *Occupational Mobility, Personnel Data, Program Administration, Program Development, Promotion (Occupational), Questionnaires, Success Factors

This booklet explains the federal government's purpose and procedures for conducting a survey to determine civil service employees' skills, knowledges, and abilities so that they may be more fully utilized and/or developed. In section I the term "skills survey" is defined and its functions are viewed as part of an upward mobility program. Section II lists the personnel involved in planning and implementing the survey. Section III advises each government agency to assess its own information needs by either examining its existing job descriptions or by performing a job analysis. The scope of the project and use of a timetable are discussed. Then, the pros and cons of various procedures are debated for obtaining specific data on employees' skills. The approaches considered include (1) searching personnel files, (2) conducting personal interviews, (3) administering questionnaires to employees in groups, (4) mailing out questionnaires, and (5) using mail questionnaires with followup interviews. In section IV, government publications and Appendix 1 are suggested as resources for instructions on how to evaluate the data. Section V and Appendix 2 cover the methods of coding the data for storage and retrieval. The implementation and update of the survey are discussed in section VI. In the final two sections, the survey administrator is warned of various pitfalls and the need to comply with the Privacy Act. Appendixes 3 and 4 provide sample forms. (ELG)

ED 167 749 CE 019 746

Jacques, Joseph W., Comp Schwartz, Beverly, Comp.

Career Education Bibliography. Second Edition.

National Adult Education Clearinghouse/National Multimedia Center for Adult Education, Upper Montclair, N.J.

Pub Date-76

Note-240p.

Available from-National Adult Education Clearinghouse, Montclair State College, Upper Montclair, New Jersey 07043 ($8.00)

Pub Type- Reference Materials - Bibliographies (131) - Guides - General (050)

Document Not Available from EDRS.

Descriptors-Adult Counseling, Adult Education, Basic Skills, *Career Education, Career Opportunities, Correctional Education, English (Second Language), English for Special Purposes, Instructional Materials, Job Search Methods, Job Skills, Job Training, Program Descriptions, Resource Guides, Resource Materials, Teaching Guides, Textbooks, Vocational Counseling, Workbooks

This bibliography, containing approximately 600 abstracts of career education materials, was developed for adult education administrators, planners, and practitioners, working in a variety of settings, such as adult basic education programs, high school equivalency programs, on-the-job training and retraining programs, and career counseling centers. These materials include teacher-support and student-use texts, workbooks, classroom kits, guidance and counseling aids, testing and appraisal materials, curriculum plans, and resource directories. The entries, alphabetized according to title, are presented in the following four sections (the first two of which contain most of the entries): (1) for the professional (includes project reports/program development guidelines, teacher training/curriculum guides, research/special reports/commentary, career education in corrections, career education for law enforcement personnel, bibliographies/program directories, counseling, and counseling women), (2) for the client (includes job and career opportunities; job finding and keeping skills; and job skills, such as office skills, management, auto mechanics, and professions and skilled trades), (3) pre-vocational skills (English and math), and (4) for ESL (English as a Second Language) clients. Each entry includes the following: identification number, title, author, source, publication date, pages, price, reading level, grade level, format, and abstract. (EM)

ED 167 839 CE 020 399

Training Emergency Responders: Sudden Infant Death Syndrome. An Instructor's Manual.
Applied Science Associates, Inc., Reston, Va.
Spons Agency-Health Services Administration (DHEW/PHS), Rockville, Md. Bureau of Community Health Services.
Report No.-DHEW-HSA-79-5253
Pub Date-79
Contract-240-77-0154
Note-88p.; A flowchart about halfway through this document will not reproduce well due to small print
Pub Type- Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC04 Plus Postage.
Descriptors-*Classroom Materials, Course Content, Course Objectives, Emergency Squad Personnel, Family Problems, *Medical Services, Parent Reaction, Police, Program Descriptions, *Rescue, Technical Education
Identifiers-*Sudden Infant Death Syndrome

This manual was developed to help instructors train police and emergency medical technicians, who often are the first persons to arrive at the scene of a death (first responders), to serve families who lose a child to Sudden Infant Death Syndrome (SIDS). The manual begins with an introduction that discusses the purpose of the training and overviews the course. Next, lesson plans for a care course and two subunits are presented and each plan, in a three-column format, includes the following: the suggested time allotment for each part of the course, descriptions of instructional events and course content, and questions or problems for student discussion. The one-and-one-half-hour core course, focusing on basic content (e.g., possible parental reactions and responsibilities of the first responder), includes a handout, a film, and case studies. The two one-hour subunits, on, respectively, the participation of SIDS parent and SIDS versus child abuse and neglect, include some or all of the following: guest speakers suggestions, a handout, lecture, class discussion, and case study. A discussion on administering the course concludes this instructor's manual. The appendix, comprising two-thirds of this document, includes the following: handouts, case studies, film content, a list of 1978 SIDS information and counseling projects, and a bibliography. (EM)

Marr, Mary Beth
Children's Apprehension of Pictorial and Textual Events.
Pub Date-78
Note-9p.; Paper presented at the Annual Meeting of the National Reading Conference (28th, St. Petersburg Beach, Florida, November 30-December 2, 1978) ; Best copy available
Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-*Cognitive Processes, Comprehension, Elementary Education, Performance Factors, *Pictorial Stimuli, *Reading Comprehension, *Reading Research

Thirty-six fourth grade pupils were grouped according to reading ability in a study conducted to examine comprehension within the framework of event perception. The children were presented a sequential activity described in picture or text form and then were asked to indicate on scoring sheets which of eight test items logically fit with the event sequences presented Four of the test items were from the original event sequence, two were new'' but a part of the original sequence, and two were new'' but inconsistent with the event sequences. After testing, informal interviews were conducted with the students to determine their rationale for decision making. Analysis of the results indicated that good readers were more accurate in identifying old test items as logically belonging with the event sequences than were poor readers, but that no ability effect was present for responses to new items. In addition, students appeared to be less accurate in identifying inconsistent pictures than inconsistent sentences. A follow-up investigation with good readers indicated that pictures seemed more subject to ambiguous interpretation than text, but more so when they appeared as recognition test stimuli than as presentation stimuli. (TJ)

ED 168 002 CS 204 643

Comstock, George Cobbey, Robin E.
Television and the Children of Ethnic Minorities.
Pub Date-Aug 78
Note-30p.; Paper presented at the Annual Meeting of the Association for Education in Journalism (61st, Seattle, Washington, August 13-16, 1978)
Pub Type- Speeches/Meeting Papers (150) - Reports - Research (143)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Behavior Development, *Behavior Patterns, Blacks, *Childhood Attitudes, *Commercial Television, Communication (Thought Transfer), *Information Needs, Literature Reviews, *Minority Group Children, Modeling (Psychological), Parent Role, Programing (Broadcast), Research Needs, Socialization, *Television Research, Television Viewing, Values
Identifiers-*Media Effects

The children of ethnic minorities appear to have a distinctive pattern in regard to television. The pattern is exemplified by a different orientation toward the medium, by differences in tastes and preferences, by atypical behavioral effects, and by different information needs. Minority children, however, may be presumed to share much about television with other children, including the common pattern of parental concern, limited parental control over viewing, and considerable potential for the exertion of parental influence over impact on attitudes and behavior. Prior findings lead to a research agenda emphasizing television's influence relative to that of other socializing agents, the feasibility and techniques for intervention by parents and schools in the communication flowing from television to the child, the bases of minority taste and preference, and the factors responsible for atypical behavioral effects. One hypothesis suggested by prior research is that television, by its portrayals, establishes the status hierarchy ascribed to characters portrayed on television independently of real world experience. (Author)

ED 168 024 CS 204 724

Carr, Robin L.
Death, Children, and Books.
Pub Date- 77
Note-25p.; Bibliography prepared at Illinois State University
Pub Type- Reference Materials - Bibliographies (131)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Adolescent Literature, *Childhood Attitudes, *Childrens Books, Childrens Literature, *Death, Elementary Secondary Education, Fiction, Grief, Nonfiction, Reading Materials, Realism

The books listed in this annotated bibliography are intended to help children understand the reality of death and deal with the mystery and emotions that accompany it. Each entry indicates the genre and reading level of the book and provides a brief description of the attitude toward death that it conveys. The selections include fables, fantasy, poetry, humor, realistic fiction, historical fiction, mystery, and picture books; grade levels range from kindergarten through grade 12. A list of factual articles, essays, and books on children's reactions to death and dying is appended. (MAI)

ED 168 069　　CS 502 379

Rohrer, Daniel Morgan
Advertising and Invasion of Privacy.
Pub Date-78
Note-66p.; Research prepared at Boston College; For related document, see ED 159 741
Pub Type- Information Analysis (070) - Reports - Research (143)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-*Court Cases, *Court Litigation, *Legal Problems, *Legal Responsibility, *Privacy
Identifiers-*Advertising, *Defamation

The right of privacy as it relates to advertising and the use of a person's name or likeness is discussed in this paper. After an introduction that traces some of the history of invasion of privacy in court decisions, the paper examines cases involving issues such as public figures and newsworthy items, right of privacy waived, right of privacy precluded by consent, limits of consent, termination of employment, revocation, malice, sufficiency of identification, incidental use of name, and who may bring action against whom. A second section of the paper discusses usage of name or likeness as an invasion of privacy as it relates to endorsement of products or services, usage of name on a product, and recovery allowed and denied. A section is included on use of pictures for display purposes, in newspapers or other printed publications, in television or motion pictures, and mistaken use of pictures. A final section discusses usage of name or likeness in false light including misrepresenting of authorship or statements and alteration of pictures. Each section includes numerous references to court decisions. (TJ)

ED 168 092 CS 502 446

Lull, James
Audience Methods and Gratifications.
Pub Date-Feb 79
Note-14p.; Paper presented at the Annual Meeting of the Western Speech Communication Association (Los Angeles, California, February 18-21, 1979)
Pub Type- Speeches/Meeting Papers (150) - Opinion Papers (120) - Reports - Research (143)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Behavior Theories, *Cognitive Processes, Mass Media, *Models, *Motivation, *Need Gratification, Needs, *Television Viewing

A model of need gratification inspired by the work of K.E. Rosengren suggests a theoretical framework making it possible to identify, measure, and assess the components of the need gratification process with respect to the mass media. Methods having cognitive and behavioral components are designed by individuals to achieve need gratification. Deep gratification occurs when the behavioral act meets the intrinsic requirements of the method and when the method gratifies the need. Thus, if a mother perceives that being a good mother'' includes regulating a child's television viewing experience, she may gain satisfaction from regulation when the act meets the requirements of the method and the method reduces the disequilibrium (the need to feel like a good mother) that energized the drive. Differences between the Rosengren model and this one are: this model includes drive'' as the physical force; this model sees society'' and individual characteristics'' as influences too prohibitive to come within the limited scope of the model; and in this model, the organism is understood to assess the utility of each method, and judgments about the success or nonsuccess of method employment precede the experience of felt gratification or nongratification. (TJ)

ED 168 176 EA 011 454

Current Components of New York State's Educational Finance System: A Review.

New York State Div. of the Budget, Albany. Education Study Unit.
Pub Date-Oct 77
Note-144p.
Available from-Education Study Unit, New York State Division of the Budget, State Capitol, Albany, New York 12224
Pub Type- Reports - Evaluative (142)
EDRS Price - MF01/PC06 Plus Postage.
Descriptors-Academically Gifted, *Cost Effectiveness, Data Analysis, Early Childhood Education, Educational Finance, Elementary Secondary Education, Equalization Aid, Expenditure Per Student, Federal Aid, Graphs, Operating Expenses, Program Evaluation, *Resource Allocations, School Systems, *State Aid, Statistical Data, Tables (Data)
Identifiers-*New York State Public Schools

The purpose of this report by a panel of school finance specialists appointed by the governor to guide a budget study in New York State is to summarize studies on the existing apportionment system of public school aid and to suggest short-term steps for improving the equity of the present system. Parts 1 and 2 discuss the present operating aid formula and other major state aid programs. Part 3 examines two programs for which aid is currently available to only selected New York State school districts: early education and the education of the gifted and talented. Part 4 deals with reorganization of school districts and other aspects of the educational finance system. Recommendations for changes that could make the current operating aid formula more equitable are described at the end of each chapter. Tables and graphs are provided throughout the document. (Author/LD)

ED 168 197 EA 011 485

Weaver, Frances Gordon, Jeffry

Leadership Competencies for Department Heads: Needed Areas for Inservice Education.

Pub Date- 79

Note-12p.

Pub Type- Reports - Research (143) - Numerical/Quantitative Data (110) ()

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Administrator Attitudes, Administrator Role, *Department Directors (School), *Leadership Qualities, Leadership Responsibility, *Role Perception, *Secondary Education, *Statistical Analysis

The purpose of this study of secondary school department heads was to measure their level of competency in relationship to the perceived importance of leadership responsibilities. Any information acquired could then serve as a basis for inservice programs directed at improving their competence. The instrument used to measure perceived discrepancies between importance and competence was a set of 30 tasks organized into four leadership categories: education, supervision, organization, and administration. A self-evaluation checklist was distributed to 76 secondary school department heads. Results showed a substantial difference between importance and competence in three areas: human relations, educational planning, and staffing management. Department heads judged these areas to be important, yet they consider themselves to be less competent than they would like to be in fulfilling them, which could make inservice programs desirable. Also, neither years of experience as a department head nor standard masters degree programs were shown to have any regressing effect on the differences between perceived importance versus competence. (Author/LD)

ED 168 239 EC 113 811

Walters, Pamela Barnhouse And Others

Evaluation of the Process of Mainstreaming Handicapped Children Into Project Head Start. Phase I. Final Report.

Applied Management Sciences, Inc., Silver Spring, Md.

Spons Agency-Administration for Children, Youth, and Families (DHEW), Washington, D.C.

Pub Date-19 May 78

Contract-105-76-1113

Note-480p.; Print is marginal and may not reproduce well in hard copy; For related documents, see EC 113 808-810

Pub Type- Reports - Evaluative (142) - Reports - Research (143)

EDRS Price - MF01/PC20 Plus Postage.

Descriptors-Ancillary Services, Curriculum, *Exceptional Child Services, *Handicapped Children, Identification, *Mainstreaming, Parent Participation, Preschool Education, *Preschool Programs, Program Planning

Identifiers-*Project Head Start

The document presents the final report of a comparative study to assess the services being provided to handicapped preschool children by Project Head Start and non-Head Start programs. This study is Phase I of a larger study of the process of mainstreaming handicapped children in Head Start programs. To facilitate an understanding of Phase I findings and recommendations, the first part of the report presents background information, including study methodology and the context in which service delivery to handicapped children in Head Start programs is taking place. Study findings are discussed for the following areas of investigation: mainstreaming, staff characteristics, program entry and termination, screening services, diagnostic services, planning and curricula, monitoring activities, service providers, and parent involvement. Four basic areas are recommended in which Head Start services to handicapped children can be improved: diagnostic services, program services (particularly with respect to individualized planning), program facilities and materials, and outreach procedures to seek out unserved handicapped children. (DLS)

ED 168 264 EC 114 070

Ross, Charlie

Survival Skills Manual.

California Juvenile Court Schools Training Program, San Jose.; California State Dept. of Education, Sacramento.; Santa Clara County Superintendent of Schools, San Jose, Calif.

Spons Agency-Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.

Pub Date-Jan 79

Note-55p.; For related information, see EC 114 069-072 ; Parts may be marginally legible due to small type

Available from-California Juvenile Court Schools Training Program, 100 Skyport Drive, San Jose, California 95110 ($4.75)

Pub Type- Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors-Adolescents, Calculation, Communication Skills, *Community Resources, *Consumer Education, *Daily Living Skills, *Delinquency, Emotionally Disturbed, Health Education, *Interpersonal Competence, Jobs, Knowledge Level, Laws, Problem Solving

The manual describes a program in survival skills for use with delinquent youth. The program covers the following six areas of functional competency: interpersonal relations, occupational knowledge, consumer awareness, law, health, and community resources. The skills necessary for successful functioning are listed as communication, interpersonal relations, computation, and problem solving. The goal and objectives of each of the six areas of competency are outlined. A list of materials for teaching each of the areas is provided along with the reading difficulty grade level, availability of audio tapes, suitability for group or individual instruction, and the publisher. A sampling of the worksheets for each of the six knowledge areas is provided. (PHR)

ED 167 715 CE 018 615

Hinrichs, Roy S., Comp.

Electricity-Electronics for Industrial Arts. Instructors Lesson Plans. Industrial Arts Series, Publication Number 10,010.

Mississippi Research and Curriculum Unit for Vocational and Technical Education, State College.

Spons Agency-Mississippi State Dept. of Education, Jackson. Div. of Vocational and Technical Education.

Pub Date-76

Note-120p.; For a related document see CE 018 613

Pub Type- Guides - Classroom - Teacher (052) - Collected Works - Serials (022)

EDRS Price - MF01/PC05 Plus Postage.

Descriptors-Behavioral Objectives, *Electricity, *Electronics, *Industrial Arts, Learning Activities, Occupational Information, Safety, School Shops, Secondary Education, Transparencies, *Vocational Education

Identifiers-*Mississippi

Thirty-one lesson plans on electricity-electronics are presented in this guide designed for industrial arts instructors. Each lesson plan is organized into the following format: (1) lesson objective; (2) supplementary teaching items; (3) presentation; (4) demonstration; (5) laboratory or other activities; and (6) test items (oral, written, or performance). Lesson plans are organized into seven topics: safety; the language of electricity-electronics (e.g., wiring diagram symbols); electrical tools, materials, and processes; electrical principals (e.g., Ohm's law, magnetism); sources of electrical energy (e.g., static electricity, thermocouples); producing and storing electricity (capacitors, transformers); and career occupations in electricity-electronics. Thirty-two transparency masters conclude the document. (JH)

ED 167 767 CE 020 030

Oaks, Muriel K.

Defining Teacher Education for Health Occupations. Final Report.

Washington State Univ., Pullman. Coll. of Education.

Spons Agency-Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C.; Washington State Commission for Vocational Education, Olympia.

Pub Date-Sep 78

Grant-77AWJ(161)NT(CVE)

Note-215p.; Not available in hard copy due to reproducibility problems

Pub Type- Reports - Research (143)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-Demography, *Educational Needs, *Health Occupations, Health Occupations Education, *Needs Assessment, Program Descriptions, Tables (Data), Teacher Attitudes, *Teacher Education, Teaching Methods

Identifiers-Washington

A study was done to determine the training needs of health occupations teachers in the state of Washington. Focus was on identifying the most important content for teacher training activities and the most acceptable formats for providing these activities. Data were collected via (1) telephone interviews of key health personnel from each state, (2) questionnaires mailed to health occupations teachers and their supervisors in Washington, and (3) telephone interviews of persons at Washington institutions of higher education. The mail survey results showed that health occupations teachers and their supervisors considered curriculum and instruction topics as the most appropriate content for teacher training activities. Activity formats rated as most acceptable were those that were minimally time consuming, such as workshops, or those that allowed a flexible use of time, such as independent study. (The appendix, comprising most of this report, includes the following: telephone interview and survey forms; teacher competencies rating instrument; sample letters; a summary of teacher training practices nationwide; a summary of the results from the Washington survey of teachers and their supervisors; and a report of the research data which includes suggested content and formats, suggestions for degree and inservice programs, information on institutions offering degree programs, and a profile of health occupations teachers in Washington.) (EM)

ED 167 803 CE 020 272

Nichols, Charles, Sr. Persons, Edgar

Job Creation: Implications for Vocational Education Research and Development. Occasional Paper No. 48.

Ohio State Univ., Columbus. National Center for Research in Vocational Education.

Pub Date-Feb 79

Note-23p.; Staff development lecture (Columbus, Ohio, February 1979)

Available from-National Center Publications, The National Center for Research in Vocational Education, The Ohio State University, 1960 Kenny Road, Columbus, Ohio 43210 ($2.20)

Pub Type- Speeches/Meeting Papers (150) - Opinion Papers (120)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Business Administration, *City Problems, Community Problems, Educational Alternatives, *Educational Development, *Educational Responsibility, Employment Problems, *Job Development, Part Time Jobs, Urban Renewal, *Vocational Education

Job creation properly researched and developed can help vitalize vocational education for educators, their students, and the community. The migration of employers from the inner cities to outlying areas over the past few years has created a wasteland within our cities. To help rectify this situation, vocational education needs to start preparing people to become employers, not only employees. After researchers identify community needs and resources, development teams can work with vocational education agencies to develop entrepreneurship programs for the area. As we move into a technological society, the impact of preparing people to work for themselves is one of the richest resources of futurism. Another pressing national problem is that resources and people are not in appropriate proximity, such as the mismatch between the supply of job seekers and the existence of jobs. To date, vocational education has concentrated on creating job seekers but not recognized job creation as its legitimate concern. Vocational educators have the responsibility to examine and pursue some alternatives for interfacing with the problem of job creation. These alternatives include new urban renewal, decentralized urban renewal, and part-time job creation. (The authors' answers to questions from the audience of research and development staff are attached.) (EM)

ED 167 860 CG 013 255

Tjosvold, Dean And Others
Controversy, Defensiveness, and Cognitive Perspective-Taking.
Pub Date-Aug 78
Note-27p.; Paper presented at the Annual Convention of the American Psychological Association (Toronto, Ontario, Canada, August, 1978)
Pub Type- Speeches/Meeting Papers (150) - Reports - Research (143)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*Anxiety, *Cognitive Development, *Cognitive Processes, *Conflict, *Moral Development, Motivation, *Perspective Taking, Research Projects
Identifiers-*Defining Issues Test

A group of 45 undergraduates discussed a moral issue with a confederate who had the same opinion (no-controversy) or opposite opinion (controversy). Subjects in the controversy conditions were induced to have a high level of defensiveness by a disconfirmation of personal competence or a low level of defensiveness by a confirmation. Subjects in no-controversy indicated more conceptual conflict (uncertainty) and were more accurate in taking the cognitive perspective of the confederate than were subjects in the confirm no-controversy condition. These results support Piaget's and Kohlberg's views of the role of controversy in perspective-taking and cognitive development and Berlyne's theory of conceptual conflict and epistemic curiosity. Subjects in the disconfirm controversy condition experienced more uncertainty and were more accurate in cognitive perspective-taking than were subjects in the confirm controversy condition. Subjects in the disconfirm controversy condition also experienced more internal distress, derogated the confederate and the confederate's position and arguments to a greater extent, and indicated greater closed-mindedness in responding to the confederate and the confederate's arguments than did subjects in the confirm controversy condition. (Author)

ED 167 884 CG 013 280

O'Connell, Agnes N.

Effects of Assigned Status: Performance, Aspirations, Motivation, Anxiety, and FOS.

Pub Date-Aug 78

Note-12p.; Paper presented at the Annual Convention of the American Psychological Association (86th, Toronto, Ontario, Canada, August, 1978)

Pub Type- Speeches/Meeting Papers (150) - Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Anxiety, Aspiration, College Students, *Fear of Success, *Goal Orientation, Motivation, *Performance Factors, *Reactive Behavior, *Sex Differences, *Status Need, Task Performance

The effects of assigned status were investigated in same-sex competition with male (N 40) and female (N 80) college subjects. Those randomly assigned to high status improved in reaction time performance, while subjects randomly assigned to low status suffered a decrement. Contrary to expectations, in mixed-sex competition (fear of success arousal condition) subjects in both high and low status improved in performance. Feedback on performance did not account for these effects. Criterion performance and personal aspirations were significantly correlated and group goals were significantly higher than personal goals. Males had significantly faster reaction times and set higher goals than females. Status did not significantly affect achievement motivation, anxiety, or fear of success. (Author)

ED 167 909 CG 013 313

Bisconti, Ann Stouffer
Women: Marriage, Career, and Job Satisfaction.
Spons Agency-College Placement Council, Bethlehem, Pa.
Pub Date-78
Note-19p.
Pub Type- Reports - Research (143)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-*Career Choice, Child Care, *Employment Patterns, Family Relationship, *Females, Higher Education, *Job Satisfaction, Marital Status, *Marriage, *Occupational Choice

Marriage, childbearing, and employment patterns of women initially surveyed during their entrance to college in 1961 and subsequently surveyed in 1965, 1971, and 1974-5 were investigated. Subjects were questioned on marital status, number and timing of children in the family, employment patterns and shifts, job search patterns, preferred housework and employment activities, and, where applicable, reasons for not working. Results indicate that: (1) being married was associated with relatively high job satisfaction; (2) less than 33% of the married women and over 80% of the single women were employed full-time; (3) employed married women were more career-and achievement-oriented and reported higher levels of intellectual and social self-confidence than unemployed married women; and (4) only a small minority of married women indicated that marriage was an obstacle to their current employment. (Author/HLM)

ED 167 933 CG 013 367

Career Opportunities in Indiana County, Volumes 1 Spons Agency-Indiana Area School District, Pa.

Pub Date-77
Note-139p.; Parts may not reproduce clearly
Pub Type- Guides - General (050)
EDRS Price - MF01/PC06 Plus Postage.
Descriptors-*Career Development, Community Characteristics, Counselors, *Demonstration Projects, *Employment Opportunities, *Employment Services, *Job Market, *Occupational Guidance, Secondary Education, Secondary School Students, Vocational Counseling

This two-volume resource guide to the major employers of Indiana County, Pennsylvania, serves as a model for similar guides that could be replicated. The guidance staff of the local school district visited the firms and surveyed them on five points: (1) a description of the firm and the nature of its work; (2) training, other qualifications, and advancement; (3) employment outlook; (4) earnings and working conditions; and (5) other information of interest to the local school district students. Additional information in the appendices supplies a sample Pennsylvania state employment application and civil service performance evaluation report, and a community audit by the electric company provides a detailed regional labor market analysis with additional facts and civic data. (LJS)

ED 167 979 CS 004 721

Dungan, Rebecca Kirschenman

Prose Memory of High and Low Comprehending Readers: Effects of Repeated Exposures.

Pub Date-Dec 78

Note-13p.; Paper presented at the Annual Meeting of the National Reading Conference (28th, St. Petersburg Beach, Florida, November 30-December 2, 1978)

Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Cognitive Processes, Grade 1, *Memory, Primary Education, Reading Achievement, *Reading Comprehension, *Reading Research, *Recall (Psychological), *Sex Differences

Forty-eight first grade students participated in a three-fold study to (1) examine the effect of repeated exposure to text on memory for prose as determined through retelling, (2) determine how low and high comprehending students performed on this task, and (3) determine if males would perform as well as females on the task. The subjects were divided into four categories high and low comprehending male readers and high and low comprehending female readers. They then listened to and retold a story three consecutive times in one sitting. The findings revealed no significant difference between high and low comprehending readers in reproducing responses. Females, whether high or low comprehending readers, scored significantly better than males in almost all areas of the study. (FL)

ED 168 047 CS 204 752

Matthews, Dorothy, Ed.
Teaching the General Student.
Illinois Association of Teachers of English, Urbana.
Pub Date-79
Note-52p.; The Illinois Association of Teachers of English is an affiliate of the National Council of Teachers of English
Journal Cit-Illinois English Bulletin; v66 n3 Entire Issue Spr 1979
Pub Type- Collected Works - Serials (022) - Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-Adolescent Literature, *Average Students, Basic Skills, Bibliotherapy, Communication Skills, *English Instruction, Linguistics, *Literature Appreciation, Popular Culture, Secondary Education, Secondary School Students, *Student Motivation

Teaching the general student is the focus of this journal issue. The nine articles deal with the following topics: teaching the noncollege-bound students, strategies for teaching complex literature to general students, teaching western novels as an introduction to literature, linguistics for the junior high school general student, teaching how to follow directions, popular culture in the English classroom, a selection of 100 books with under 200 pages, responsive teaching and communication in the English classroom, and bibliotherapy in the general curriculum. (FL)

Cole, Barbara And Others
SPECS 3. Component Three: Instructional Program Planning, Evaluation, and Communication.
Oregon Univ., Eugene. Center for Educational Policy and Management.
Spons Agency-National Inst. of Education (DHEW), Washington, D.C.
Pub Date-76
Note-73p.; For related documents, see EA 011 372-379; Not available in paper copy due to small print of original document
Available from-CEPM Publications, Center for Educational Policy and Management, College of Education, University of Oregon, Eugene, Oregon 97403 ($2.50)
Pub Type- Guides - Non-Classroom (055) - Reports - Descriptive (141)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-Achievement Tests, *Communication (Thought Transfer), Educational Objectives, Elementary Secondary Education, Guides, *Instructional Programs, *Needs Assessment, *Program Development, *Program Evaluation, *Program Planning, School Districts
Identifiers-*School Planning Evaluation Communication System

The School Planning, Evaluation, and Communication System (SPECS) is an overall design for districtwide program assessment and development. It is both a way of interrelating planning evaluation of individual programs and a way of comparing the outcomes of all district programs with the district's community-defined educational goals. Component Three of the five SPECS components focuses on the application of SPECS to instructional program planning and evaluation. Section One discusses the underlying rationale of the component, major objectives, and its relation to other components. The second section outlines the process a district might use in preparing for implementation. Section Three presents alternative formats for documenting instructional program's desired and actual outcomes, processes, and inputs. It includes descriptions and simulated examples of both the SPECS documents and several comparable documents developed or used during the past six years by teachers in the SPECS field-test sites. Section Four explores some of the issues related to combining, summarizing, and using data from multiple instructional programs to improve curricular scope and sequence. The final section of the booklet describes some of the potential benefits and spin-off effects of the SPECS approach to instructional program planning and evaluation. (Author/JM)

ED 167 785 CE 020 219

Niemi, John A.

Pioneers in Alaskan Adult Education.

Pub Date-27 Sep 78
Note-17p.; Keynote address presented at the Annual Conference of the Alaska Adult Education Association (4th, Anchorage, Alaska, September 27, 1978)
Pub Type- Historical Materials (060) - Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Adult Basic Education, *Adult Education Programs, Adult Literacy, Continuous Learning, Educationally Disadvantaged, Educational Needs, Educational Opportunities, *High School Equivalency Programs, Military Training, *Program Descriptions, School Role, Training
Identifiers-*Alaska, Army

Serious problems were posed by North American pioneer efforts to force their traditions on Eskimos, Indians, and Aleuts. Fortunately, other pioneers, such as home economists and district agents with the University of Alaska Cooperative Extension Service, responded to villagers' home and community needs. The University of Alaska also pioneered in offering mining/prospecting non-credit courses. Other higher education institutions initiated programs; for example, Kuskokwin Community College (1974) offered one of the first adult education degree programs. The U.S. Army at Fort Richardson introduced in the 1950s adult basic education (ABE), which by 1957 included eighth grade and high school equivalency (GED) certificate programs. Finally, a GED program for non-commissioned native officers was begun. Two other basic education pioneering efforts included training of native Volunteers in Service to America (VISTA) teachers of ABE and the Anchorage Community College Adult Literacy Laboratory's development of culturally relevant educational materials. In determining the University of Alaska's adult education/training role, a study committee developed a continuing education plan. This was implemented in 1972. All provisions were realized, including continuing teacher education and satellite transmissions of GED tapes to many villages. In summary, there is a need to help adults obtain skills required by their vastly changed society; those finding new ways of helping adults learn will be called pioneers. (CSS)

Community Career Education Center Project. Final Project Performance Report.

Cooperative Educational Services, Norwalk, Conn.
Spons Agency-Office of Education (DHEW), Washington, D.C.
Pub Date-Oct 78
Grant-G0077C0121
Note-199p.; Not available in hard copy due to reproducibility problems; For related documents see ED 132 284 and ED 138 786
Pub Type-Reports - Descriptive (141) - Reports - Evaluative (142)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-*Adult Education, Career Awareness, *Career Development, *Career Education, *Community Education, *Counseling Programs, Curriculum Design, Decision Making Skills, Economics, Educational Objectives, Information Dissemination, Instructional Programs, Job Search Methods, Learning Modules, Program Development, *Program Evaluation, Self Evaluation
Identifiers-Connecticut (Bridgeport), Connecticut (Stamford), Education Amendments 1974

A project was planned to establish two model community career education centers (CCEC) aimed at providing career development programs and counseling to adults not presently having access to such services; developing instruction programming tailored to local needs and conditions; increasing the effectiveness of such programs which already exist; and demonstrating the feasibility of expanding the CCEC concept. Learner outcome objectives are being developed so that adult learners will acquire knowledge, skills, and attitudes to make effective career decisions through systematic career development, counseling, and experience. Problems with content and delivery systems caused restructuring of learner objectives into self-contained life skills modules. Future program development will center on curriculum redesign in the areas of self-assessment and development; career awareness; career decision making; employment seeking; work effectiveness; and personal economics. A modification of the Career Skills Assessment Program Experimental Edition, along with the curriculum redesign will make up the basis of the second year operations. (The report includes major activity descriptions; how the CCEP was established in various Connecticut communities, the incorporation of modifications, and dissemination activities. A little more than half of the document is an evaluation report of the project, outlining the learner outcome objectives, performance criteria, and group evaluations; the report concludes with a summary and recommendations.) (CT)

ED 168 025 CS 204 727

Anastasiow, Nicholas
Oral Language: Expression of Thought. Updated Edition.
ERIC Clearinghouse on Reading and Communication Skills, Urbana, Ill.; International Reading Association, Newark, Del.

Spons Agency-National Inst. of Education (DHEW), Washington, D.C.
Pub Date-79
Contract-400-75-0029
Note-40p.
Available from-International Reading Association, 800 Barkdale Road, Newark, Delaware 19711 (Order No. 840, $1.00 member, $1.50 non-member)
Pub Type- Books (010) - Information Analysis (070)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Black Dialects, Cognitive Development, Early Childhood Education, Economically Disadvantaged, Elementary Education, Emotional Development, Informal Assessment, *Language Development, Learning Processes, Motor Development, *Nonstandard Dialects, *Reading Readiness, *Teaching Techniques, *Thought Processes
Identifiers-Information Analysis Product, *Oral Language

The purpose of this publication is to explain how a child learns and how language development is related to motor, emotional, and cognitive development. Following a brief introductory chapter, it presents a chapter on how a child learns, divided into the following categories: motor development; emotional development; language development; the rhythmic and motoric basis of learning; and oral language development, reading readiness, and black or poverty English. The third chapter, which outlines teaching techniques designed to develop oral language in preparation for reading, is divided into sections on specific assessment techniques and suggestions for developmental instruction. (GT)

ED 168 134 EA 011 406

Measuring the Wealth of School Districts for the Apportionment of Aid to Public Schools in New York State: Full Valuation vs. Personal Income.

New York State Div. of the Budget, Albany.
Pub Date-Aug 78
Note-114p.
Pub Type- Reports - Research (143)
EDRS Price - MF01/PC05 Plus Postage.
Descriptors-Elementary Secondary Education, *Equalization Aid, *Finance Reform, Income, Property Taxes, *State Aid, Taxes
Identifiers-Full Valuation, *New York, State Aid Formulas, Valuation Measures

The purpose of this study was to assess the merit of using personal income in the determination of a school district's fiscal capacity for the apportionment of New York state aid. Both personal income and full valuation of real property suffer from technical weaknesses, but improvements in the data are possible if the state is willing to underwrite the cost. Calculations replacing full value of real property with 1970 personal income data produced several changes in state aid allocation. The state's five poorest districts, five big cities, and other central cities would experience a drop in formula aid. Conversely, the five wealthiest school districts with pupil populations over 500 and the suburban areas would receive less aid. If 1976 New York State taxable income is used instead of 1976 full valuation as the wealth measure, similar shifts occur. Because of limitations with the census data, findings are suggestive, not definitive. Personal income will not be acceptable as a total substitute for full valuation as the measure of a school district's wealth. Before personal income is used in a composite wealth index for the apportionment of aid, viable combinations need to be examined within several alternative formula options. (Author/JM)

ED 168 156 EA 011 430

Shore, Bruce M. Tali, Ronald H.

Open-Area Schools Open Pedagogy. An Investigation of Outcomes at the Elementary and Secondary Levels of Open-Area Elementary Schools. Report.

McGill Univ., Montreal (Quebec).

Spons Agency-Montreal Catholic School Commission, (Quebec).; Quebec Dept. of Education, Quebec.

Pub Date-Sep 78

Note-177p.; Table 11 may not reproduce clearly

Pub Type- Reports - Evaluative (142)

EDRS Price - MF01/PC08 Plus Postage.

Descriptors-Academic Achievement, Comparative Analysis, Educational Research, Elementary Secondary Education, *Open Plan Schools, *Principals, *Program Evaluation, Questionnaires, Statistical Data, *Student Attitudes, Tables (Data), *Teacher Attitudes, *Traditional Schools

Identifiers-*Quebec (Montreal)

The four objectives of this study, conducted in the Montreal school system, were (1) to report the effects on students of having attended open-area elementary schools versus more traditionally constructed schools, (2) to report ways in which interests and aptitudes of pupils may affect their suitability for open-area and open schools, (3) to report the pedagogical advantages of open-area schools, and (4) to report areas in which teachers and administrators in open-area elementary schools would benefit from inservice education. Questionnaires were submitted to teachers and students of elementary and secondary schools in Montreal and Quebec. Results showed that the secondary school itself seems to be a greater influence on adaptation than is open-area elementary schooling. Students in open-area elementary schools tend to be at a slight advantage in their acceptance of responsibility for learning and in some types of social development. No relation was found between pedagogy and architecture, and systematic inservice training of teachers is essential. (Author/LD)

ED 168 219 EA 011 510

Fullan, Michael And Others

OD in Schools: The State of the Art. Vol. IV: Case Studies. Final Report.

Center for Policy Research, New York, N.Y.; Ontario Inst. for Studies in Education, Toronto.
Spons Agency-National Inst. of Education (DHEW), Washington, D.C.
Pub Date-Aug 78
Contract-400-77-0051; 400-77-0052
Note-274p.; For related documents, see EA 011 348 and EA 011 508-511; Not available in paper copy due to marginal legibility of original document
Pub Type- Reports - Descriptive (141) - Numerical/Quantitative Data (110) () - Information Analysis (070)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-Administrative Personnel, Administrator Attitudes, Adoption (Ideas), Boards of Education, *Case Studies, Change Agents, Consultants, Curriculum Development, Elementary Secondary Education, Foreign Countries, Graphs, Management by Objectives, Organizational Climate, *Organizational Development, Principals, Professional Training, *Program Evaluation, Questionnaires, School Districts, Success Factors, Systems Approach, Teacher Attitudes
Identifiers-Canada, United States

This volume, the fourth of a five-volume series, contains three onsite case studies of organization development (OD) selected from a sample of 76 school districts. The purpose of the case studies was to analyze in detail different types of OD programs and their use. Each case study represents a different OD focus: case study A involves a survey feedback and professional development approach, case study B combines a management by objective focus, and case study C is curriculum-based. From 13 to 21 interviews were conducted with OD coordinators, central administrators, board members, principals, teachers, and change agents. Questions covered description of the OD program, perceptions of the main goals, reasons for success and failure, role of internal and external change agents, consequences and impact of the program, and the future of OD in the district. Some of the findings suggest the need for a reasonably stable district environment, a close linkage between an internal OD specialist and a top manager, a clear image of the program, and a longer time-line for institutionalization. (Author/LD)

ED 167 750 CE 019 750

Dubin, Samuel S.

Training Women in Management: A Continuing Education Workshop Approach.

Pennsylvania State Univ., University Park. Planning Studies in
Continuing Education.

Pub Date-Nov 78

Note-71p.

Available from-Planning Studies in Continuing Education, 232 Grange
Building, The Pennsylvania State University, University Park, PA 16802

Pub Type- Reports - Descriptive (141) - Guides - Non-Classroom (055)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors-Adult Education, Assertiveness, *Career Development, *Change Strategies, Changing Attitudes, Communication Skills, Conflict Resolution, Continuous Learning, Decision Making, Educational Needs, Females, Job Skills, Males, *Management Education, Middle Management, Objectives, *Organizational Communication, Problems, *Professional Training, Program Content, Secretaries, Sex Differences, Sex Discrimination, Sex Stereotypes, Supervisors, *Working Women

The number of women occupying managerial positions in the U.S. is relatively small, but it rose 47% from 1,321,000 in 1970 to 1,942,000 in 1976. Circumstances contributing to this rise are enforcement of legal sanctions against discrimination and women's increased educational attainment. This report describes a continuing education workshop series that was developed through a literature review and interview survey to ascertain opinions, trends, and experiences related to the managerial woman's educational needs. Three themes emerged: (1) women at three management levels (executive secretaries/administrative assistants, supervisors, and middle management) have defined educational needs; (2) formal management education courses for women should be the same as those for men; and (3) special educational programs are needed to respond to personal concerns of women in management. Two workshop series dealing with innovative topics were developed. The first series, workshops for men and women managers, deals with the following topics: male stereotypes about and biases toward women managers, comparison of men and women managers' abilities and characteristics, a decision-making method, conflict management, and change strategies. The second series for women only addresses problems of women managers. Workshop topics include assertiveness training, men and women's career concept differences, power, collusion, intimacy-sexuality, support, career planning, professionalism, and communication skills. (Author/CSS)

ED 167 885 CG 013 282

Tough, Allen

The Largest Intentional Change During the Past Two Years.

Pub Date-78
Note-19p.; Paper presented at the Annual Convention of the American Psychological Association (86th, Toronto, Ontario, Canada, August, 1978)
Pub Type- Speeches/Meeting Papers (150) - Reports - Research (143)
EDRS Price MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-Adults, *Behavior Change, *Change Strategies, Decision Making, Foreign Countries, *Individual Development, *Life Style, Personal Growth, *Self Actualization, *Self Determination
Identifiers-*Canada

Intentional changes over the past two years in the lives of 45 women and men in Toronto were examined through interviews involving extensive probing and dialogue. The intentional changes turned out to be mostly through self-help. It was largely the person herself or himself who chose, planned, and implemented the change. The person often obtained significant help from friends and other peers, but only rarely from professionals or books. On four measures of magnitude and success, the changes were generally rated quite high regardless of whether or not they involved professional help. Results indicated that changes clustered into seven areas of life, involving: (1) job, training, or education; (2) human relationships, emotions, and self-perception; (3) enjoyable activities; (4) residential location; (5) body and physical health; (6) basic knowledge or skill in diverse situations; and (7) personal finances and home maintenance. (Author)

ED 167 910 CG 013 315

Pretrial Diversion; Performance Standards and Goals for Pretrial Release and Diversion.

National Association of Pretrial Services Agencies, Washington, D.C.
Spons Agency-Law Enforcement Assistance Administration (Dept. of Justice), Washington, D.C.
Pub Date-Aug 78
Grant-J-LEAA-76-DF-99-0062
Note-151p.; For related document see CG 013 316 ; May be marginally legible due to small print
Pub Type - Guides - Non-Classroom (055)
EDRS Price - MF01/PC07 Plus Postage.
Descriptors-*Correctional Rehabilitation, *Criminal Law, Criminals, *Justice, *Legal Aid, *Rehabilitation Programs, *Standards
Identifiers-*Diversion

The goals and standards for pretrial release and diversion are designed to provide guidance and direction to individuals working in the criminal justice system. The materials in this collection deal with the following areas of concern: (1) enrollment diversion guidelines for eligibility; (2) services for participants; (3) dismissal policies; (4) problems of non-completion; (5) confidentiality; (6) program evaluation; and (7) organizational structure of the program. (HLM)

ED 167 934 CG 013 368

Baker, Eugene
Community-Oriented Mental Health Education.
Pub Date- 78
Note-8p.
Pub Type- Guides - General (050)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Community Development, Educational Therapy, *Mental Health Programs, *Outreach Programs, Prevention, *Psychological Services, Rehabilitation, *Rural Clinics, Rural Population

Community-Oriented Mental Health Education is viewed as an economical and effective approach to the delivery of mental health services in rural areas. This review explores the issues in design and implementation of mental health education programs, with particular reference to the program developed in Madison County, New York. A descriptive summary of the variety of psychological education efforts (format, content, and target groups) in this county is provided. The community development aspects are examined, and the impact of psychological education on the existing system of mental health service delivery (particularly direct services) is considered. Suggestions are made for anticipating systematic changes. (Author)

ED 167 956 CS 004 665

Sinatra, Richard

Fixations, Memory, and Implications for Classroom Reading Instruction.

Pub Date-Sep 78

Note-15p.; Paper presented at the Annual Meeting of the Reading Association of Ireland (3rd, Dublin, Ireland, September 1978)

Pub Type- Information Analysis (070) - Speeches/Meeting Papers (150) - Guides - General (050)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Cognitive Processes, *Eye Fixations, *Eye Movements, Eye Voice Span, *Memory, Oral Reading, *Reading Instruction, *Reading Research, Reading Skills, Semantics, Visual Perception

Designed to assist educators in making a more knowledgeable selection of reading methods and techniques, this paper integrates the findings of eye processing research with classroom reading practices. Following a review of eye movement and visual processing research, the paper presents a discussion of research on the process by which a reader acquires information during a fixation pause. Next, research on the influence of grammatical structure upon eye movement, eye/voice span, and sentence-level memory processing is discussed. The paper concludes with a discussion of the implications this research holds for instruction at the grapho-phonemic, syntactic, and semantic levels. (FL)

ED 167 980 CS 004 722

Ault, Lynda And Others

Promising Practices; Elementary Reading Criteria for Excellence.

Alaska State Dept. of Education, Juneau.

Pub Date-76

Note-10p.; For related document, see CS 004 723

Pub Type- Tests/Questionnaires 160)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Elementary Education, Objectives, *Program Evaluation, *Rating Scales, *Reading Programs

This program assessment instrument was developed for use by educators and community representatives in evaluating elementary school reading programs and in establishing program goals. Using a rating scale of (1) not started, (2) started/little progress, (3) some progress, (4) almost achieved, and (5) achieved, the instrument covers the following areas: community involvement; program staffing, staff preparation, and inservice training; diagnosing and assessing; and program components. Profile sheets are provided for use with the instrument. (FL)

ED 168 003 CS 204 644

Evans, Ann Marie

A Skills Approach to Negotiating Conflict in Relationships.

Pub Date-Nov 78

Note-19p.; Paper presented at the Annual Meeting of the National Council of Teachers of English (68th, Kansas City, Missouri, November 23-25, 1978)

Pub Type- Speeches/Meeting Papers (150) - Opinion Papers (120)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Communication (Thought Transfer), *Communication Skills, *Conflict Resolution, Interaction, *Interpersonal Problems, *Interpersonal Relationship

Conflict almost necessarily results from change on the part of one or both participants in a relationship. Four levels at which interaction may lead to conflict are disagreement, misunderstanding, feeling misunderstood, and failure of realization of understanding. Conflict may take place when the issue is directly salient to one partner but only indirectly salient to the other, when both parties are directly involved but the situation is external to the relationship, and when the relationship itself is at issue. Two modes of expression properly used can help conflict be negotiated: the expressor mode, expressing what one is feeling or thinking about an issue, and the empathic mode, allowing the other person to do the same. In the expressor mode, people should own their own perceptions, identify their feelings, state positive aspects of the situation, describe the situation in behavioral terms, and describe desired behavior. Skills needed in the empathic mode include not asking questions, not presenting a person's own perceptions, not interpreting, not making suggestions, and not making judgments. A person may be a facilitator by teaching the skills of the two modes to others after being trained. (TJ)

ED 168 048 CS 204 753

Root, Shelton L., Jr.
Children's Literature-Some Reflections.
Pub Date-Nov 78
Note-23p.; Paper presented at the Annual Meeting of the National Council of Teachers of English (68th, Kansas City, Missouri, November 23-25, 1978)
Pub Type- Speeches/Meeting Papers (150) - Opinion Papers (120)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Basic Reading, *Childrens Literature, Economic Change, Editing, *Educational Needs, Effective Teaching, Elementary Education, Films, Financial Problems, Literature Appreciation, *Publishing Industry, Teacher Influence, Television, *Trend Analysis

Ten reflections may be made regarding children's literature and its teaching. The reflections are as follows: (1) Teachers can make a profound difference in the lives of students and should attempt to do so. (2) Teachers of children's literature are a badly fragmented lot and need a common meeting ground where they can share their thinking. (3) The quality of children's literature has improved in recent years. (4) What was once the cottage industry of trade book publication is no more. Now that the publishing houses are owned by conglomerates whose chief concern is profitmaking, editors are prevented from taking risks in publishing books by unknown, promising authors. (5) Great publishing houses used to be known and respected for the quality of their backlists but today backlists are becoming relics of the past. (6) The children's book publication, movie, and television industries are becoming more and more interconnected. (7) Increasing costs of publishing and increasing profit margins may affect the publication of children's books. (8) Television and film have dramatically influenced the form of children's books. (9) Basal systems that use literature as the basis of reading exercises pervert the essential purpose of literature to entertain. (10) it appears that teachers may have failed to show students the importance of literature to the well-being of our culture. (GT)

ED 168 070 CS 502 381

A Public Trust: The Report of the Carnegie Commission on the Future of Public Broadcasting.

Carnegie Corp. of New York, N.Y.

Pub Date-Apr 79

Note-393p.

Available from-Bantam Books, Inc., 666 Fifth Avenue, New York, New York 10019 ($2.95 paper)

Pub Type- Books (010) - Information Analysis (070) - Reports - Evaluative (142)

Document Not Available from EDRS.

Descriptors-*Broadcast Industry, Decision Making, *Educational Radio, Financial Support, Futures (of Society), *Media Research, Needs Assessment, Programing (Broadcast), *Public Television, *Telecommunication

Based on the findings of a nine-month-long investigation, this report represents the efforts of the Carnegie Commission to design a new structure for public telecommunications that can accommodate the divergent needs of public broadcasting in the United States in the coming decade. Following a summary of the findings and recommendations, the report is organized into ten chapters that deal with the following topics: changing goals in a changing world, the rise of public broadcasting, funding, television programs and services, public radio, public broadcasting in the new telecommunications environment, telecommunications and learning, public accountability, and the social dividend of the electronic media. Eight appendixes contain acknowledgements of people who helped compile the report, a chronology of public broadcasting, a statistical overview, cost estimates for implementing the Commission's recommendations, a discussion of the Educational Broadcasting Facilities Program, a memorandum of law, and a list of public television and radio stations. (FL)

ED 168 093 CS 502 448

Hellweg, John D. Hellweg, Susan A.

A Communicative Analysis of Chekhovian Drama as Portrayed in "The Sea Gull."

Pub Date-Feb 79

Note-13p.; Paper presented at the Annual Meeting of the Western Speech Communication Association (Los Angeles, California, February 18-21, 1979)

Pub Type- Opinion Papers (120) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Characterization, Communication (Thought Transfer), Dialogue, *Drama, *Imagery, Language Styles, *Language Usage, *Literary Conventions, Russian Literature, Theater Arts

Identifiers-*Chekhov (Anton Pavlovich)

The precision and poetic logic of the language used by Anton Chekhov in his plays, particularly "The Sea Gull," can be explored through an analysis of his use of dialogue, characterization, and imagery. Measuring the nature of a relationship, rather than providing a direct literal interchange, the dialogue is both social, when individual expression is subordinated to the various voices of the group, and private, when one of two individuals has an opportunity for lengthy self-expression. Through the language expressed in the play, the characterization develops the interaction between the character's self-presentation and his or her situational context, demonstrates the dissonance that occurs between what a person says and what is known about him or her, demonstrates complementary tendencies within a particular character, and establishes characteristic modes of communication for each individual. Existing within the dimension of time, the imagery possesses communicative immediacy, reveals the spiritual life of a character, and functions as a communicative device when it provides shared meaning with other characters. (MAI)

Apportionment of Operating Aid for the 1977-78 School Year: A Complex Status Quo.

New York State Div. of the Budget, Albany. Education Study Unit.

Pub Date-Sep 77
Note-32p.; Not available in paper copy due to light print of original document
Available from-Education Study Unit, State Division of the Budget, State Capitol, Albany, New York 12224
Pub Type- Reports - Evaluative (142)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-*Cost Effectiveness, Data Analysis, *Educational Finance, Elementary Secondary Education, *Expenditure Per Student, Graphs, Operating Expenses, *Resource Allocations, *State Aid, Statistical Data, Tables (Data)
Identifiers-*New York State Public Schools

The major purpose of this report is to examine what the operating aid formula for the 1977-78 New York State school year could have been for the 347 save-harmless districts and the 236 limited aid districts if the 1977 legislature had not based apportionments on the previous year's aid. The study, conducted by a governor-appointed task force, summarizes the 1977-78 operating aid apportionment system and operating aid formula and discusses the impact of using three other major formulas. Also included in the report are discussions of the payable operating aid scheme for the state's school districts, state and local support levels, and variations in per pupil operating expense. The final chapter discusses how school districts can receive their operating aid without save-harmless provisions or limits on increases. (Author/LD)

ED 168 198 EA 011 486

Hutson, Harry

Who Influences Curriculum Decision-Making in the Local Community?

Pub Date-11 Apr 79
Note-46p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, California, April 8-12, 1979)
Pub Type- Reports - Descriptive (141) - Speeches/Meeting Papers (150)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Community Attitudes, *Community Influence, *Community Leaders, Community Study, Curriculum Development, Elementary Secondary Education, Questionnaires, Tables (Data)
Identifiers-Bonjean Noland Technique, *Indiana, *Reputational Method

The purpose of this research was to study a school district in a small American city to understand who controls school curriculum in the local community. The research approach used was reputational analysis, a survey method whereby the reputed influence of leaders is measured rather than taken for granted. Also used was a technique developed by Bonjean and Noland to identify visible, concealed, and symbolic leaders in the community. Findings showed that those who influence curriculum decision-making in the local community do no work overtly. Their power is in the minds of others who, for unknown reasons, allow themselves to be influenced. The study offers two warnings about reputational analysis. First, when school officials use this method to communicate with community leaders, serious legal, political, and democratic-ethical problems are raised. Second, this method weighs reputations more heavily than actions so that its very use results in the discovery of elitism and hierarchy. (Author/LD)

ED 168 240 EC 113 812

State of the Art Literature Review on the Mainstreaming of Handicapped Children and Youth.

Applied Management Sciences, Inc., Silver Spring, Md.
Spons Agency-Administration for Children, Youth, and Families (DHEW), Washington, D.C.
Pub Date-1 Sep 76
Contract-105-76-1113
Note-76p.; Parts are marginally legible due to print quality
Pub Type- Information Analysis (070) ()
EDRS Price - MF01/PC04 Plus Postage.
Descriptors-Administration, *Handicapped Children, Identification, Incidence, Labeling (of Persons), *Mainstreaming, Methods, Preschool Programs, Teaching Methods

The report presents a state-of-the-art literature review on the mainstreaming of handicapped children and youth. An overview of mainstreaming is presented, along with an historical perspective that includes discussions of such aspects as legal impetus and reaction to labeling. Methodological issues considered include the presence of intervening variables, the over-generalization of findings, and the presence of undefined and vague variables. Among the useful findings on mainstreaming reviewed are successful assessment methodology, optimal administrative procedures, and optimal teaching procedures. Some implications of the research reviewed are covered, including such issues as who benefits from mainstreaming and what its costs are.
Non-mainstreamed programs designed for handicapped preschoolers are also considered, including state legislated and grassroots programs. Surveys of the incidence of handicapped children aged 0-5 are also covered. A bibliography is included. (DLS)

ED 168 265 EC 114 071

Assessment Manual.

California Juvenile Court Schools Training Program, San Jose.; California State Dept. of Education, Sacramento.; Santa Clara County Superintendent of Schools, San Jose, Calif.
Spons Agency-Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.
Pub Date-Jan 79
Note-205p.; For related information, see EC 114 069-072
Available from-California Juvenile Court Schools Training Program, 100 Skyport Drive, San Jose, California 95110 ($9.00)
Pub Type- Tests/Questionnaires 160)
Document Not Available from EDRS.
Descriptors-Adolescents, Behavior, Daily Living Skills, *Delinquency, Educational Philosophy, Emotionally Disturbed, *Evaluation Methods, Informal Assessment, Intelligence Tests, Language Tests, Perceptual Motor Coordination, Personality Tests, Reading Tests, Self Concept Tests, *Testing, Verbal Tests, Vision Tests

The assessment manual provides information on test instruments for use with delinquent youth in the areas of achievement, perception, and potential. The manual lists publishers and prices, and gives a description of each test, along with it's purpose and application. Specific areas included are language, audition, vision, visual-motor coordination, reading achievement and diagnosis, intelligence, emotional development, self-concept, social behavior, and daily living skills. An introductory section discusses four basic elements of the assessment philosophy. A list of 26 hints for testing, such as choose a setting for the testing which is quiet and record responses verbatim, is included. (PHR)

ED 167 699 CE 017 551

Hamilton, James B. And Others

Performance-Based Professional Education Curricula. Final Report. Volume I. Curricula Development. Research and Development Series No. 139.

Ohio State Univ., Columbus. National Center for Research in Vocational Education.

Spons Agency-National Inst. of Education (DHEW), Washington, D.C.

Pub Date-77

Contract-NE-C-00-3-0077

Note-283p.; Appendix G has been removed because of confidential information; Best copy available; For related documents see CE 017 552-553; Module C-16, Demonstrate a Manipulative Skill", is available separately under ED 149 080

Pub Type- Reports - Descriptive (141) - Reports - Research (143) - Collected Works - Serials (022)

EDRS Price - MF01/PC12 Plus Postage.

Descriptors-Cooperative Planning, *Curriculum Development, *Curriculum Evaluation, Curriculum Research, Data Collection, Educational Needs, Educational Objectives, Information Dissemination, Inservice Teacher Education, *Learning Modules, *Performance Based Education, Preservice Education, Professional Education, Program Development, Skill Development, Staff Improvement, *Vocational Education Teachers

Documenting the processes and procedures, this report reviews phases of development, testing, and revision of 100 modules in a set of performance-based teacher education (PBTE) curricular materials. The first of two chapters discusses the need to develop a professional development program for vocational education teachers. A two-phase process is described: phase 1 identification of performance requirements of conventional program teachers; and phase 2 identification of performance requirements for cooperative program teacher coordinators. The findings are the origin of 384 performance elements and a set of related performance oriented general objectives. Chapter 2, divided into 7 sections, discusses curricular development, testing, and implementation. Section 1 describes the cooperation of institution/agency representatives in module development. Section 2 examines the preliminary module testing and results. Module revision procedures are outlined in section 3. Section 4 summarizes the advanced testing design and procedures. The fifth section provides model publication background. Module refinement, based on advanced testing feedback and publisher needs, is described in section 6. The final section reviews dissemination activities. Appendixes contain samples of the cooperative development stage module, data collection and synthesis forms, preliminary and advanced test versions, and revision procedures/quality control devices, and module titles and associated performance elements. (Volume 2 of the final report, which is a report of research, and a module development handbook are available as separate documents see note.) (CSS)

ED 167 716 CE 018 616

Hinrichs, Roy S.

Evaluation of Curriculum Materials Disseminated to Mississippi Industrial Arts Teachers during the 1976-77 School Year. Research Report. Industrial Arts Series, Publication Number 10,013.

Mississippi Research and Curriculum Unit for Vocational and Technical Education, State College.

Spons Agency-Mississippi State Dept. of Education, Jackson. Div. of Vocational and Technical Education.

Pub Date-Sep 77

Note-33p.; Appendix may be marginally legible

Pub Type- Reports - Evaluative (142) - Collected Works - Serials (022) - Reports - Research (143)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-Content Analysis, *Curriculum Evaluation, *Industrial Arts Teachers, *Industrial Education, Information Dissemination, *Instructional Materials, Junior High Schools, Program Effectiveness, Questionnaires, Secondary Education, Teacher Attitudes, Use Studies

Identifiers-*Mississippi

An evaluation of curriculum materials (four publications) disseminated to Mississippi industrial arts teachers during the 1976-77 school year was conducted. Four questionnaires were prepared and mailed to all of the state's 242 industrial arts teachers. The objectives of the evaluation were to determine the following: (1) number of teachers using the materials in their programs; (2) amount of usage of the materials in terms of hours of instruction taught; (3) amount of usage of the materials in terms of number of students taught; (4) overall quality of the materials as rated on thirteen specific items; and (5) the extent that dissemination programs influence the use of Mississippi State University Research and Curriculum Unit materials. Based upon the findings, the following conclusions were drawn: (a) three out of four industrial arts teachers were using the materials in their programs; (b) the average number of hours taught per class with the materials was close to the suggested time for each publication; (c) a total of 9,708 students received instruction in industrial arts programs as a result of the materials; (d) in the opinion of the teachers, the overall quality of the material is high; and (e) the chances are greater that teachers who are presented the materials through dissemination programs will use the publication in their classes as compared to those who just receive the publications in the mail. (JH)

ED 167 733 CE 019 204

Bush, Joseph C.

Industry Wage Survey: Bituminous Coal, January 1976-March 1981.

Bureau of Labor Statistics (DOL), Washington, D.C.

Report No.-BLS-Bull-1999

Pub Date-Sep 78

Note-77p.

Available from-Superintendent of Documents, U.S. Government Printing Office, Washington D.C. 20402 (Stock Number 029-001-02242-5); Not available from EDRS due to marginal quality of original document

Pub Type- Numerical/Quantitative Data (110)

Document Not Available from EDRS.

Descriptors-Industrial Personnel, Labor Unions, *Occupational Information, *Occupational Surveys, Productivity, *Tables (Data), *Wages

Identifiers-*Coal Mining Occupations, United Mine Workers

Production and related workers in the nation's bituminous coal mines averaged $6.94 an hour in January 1976, which represents an increase of 110% since the Bureau of Labor Statistics' 1967 survey in the industry. Over the same period, the Hourly Earnings Index rose by 84% for private nonagricultural workers. Earnings for most of the 128,390 workers covered by the 1976 survey (virtually all men) were highly concentrated around the industry average the middle 50% earnings between $6.49 and $7.45 an hour. Reflecting primarily a series of single pay rates, each covering a large group of job classifications, the coal industry continued to have one of the lowest relative dispersion factors of worker earnings among the industries studied by the Bureau. (Additional information in this report includes data tables covering industry characteristics such as employment, production, unionization, and method of wage payments. Tables for both underground and surface mine workers illustrate earnings, establishment practices and supplementary wage provisions, and occupational earnings averages by mine size and by state. Appendixes describe the scope and method of survey and types of mining occupations.) (Author/CT)

ED 167 768 CE 020 105

Community Education-Work Councils and CETA-School Collaboration under YEDPA. Prepared for the Work-Education Consortium Conferences on Enhancing Education-Work Transitions for Youth: The Community Collaboration Approach.

National Manpower Inst., Washington, D.C.
Pub Date-78
Note-18p.; Document prepared by the Center for Education and Work
Pub Type- Reports - Descriptive (141) - Legal/Legislative/Regulatory Materials (090)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Community Agencies (Public), Community Coordination, Disadvantaged Youth, Educational Programs, *Employment Programs, *Federal Legislation, *Federal Programs, Job Training, *Program Coordination, School Community Relationship, Work Experience Programs, *Youth Employment
Identifiers-Comprehensive Employment Training Amendments, Youth Employment and Demonstration Projects

This report reviews legislatively mandated linkages between prime sponsors and local education agencies (LEAs) in providing employment, education, and training for youth. The legislation discussed includes (1) the 1977 Youth Employment and Demonstration Projects Act (YEDPA), (2) the Young Adult Conservation Corps, (3) the Youth Incentive Entitlement Pilot Projects, (4) the Youth Community Conservation and Improvement Projects, and (5) the Youth Employment and Training Program. Senate and House bills for continuation and revision of the Comprehensive Employment and Training Amendments (CETA) of 1978, which incorporates YEDPA, are discussed. Highlights are presented from a series of Department of Health Education and Welfare/Department of Labor workshops for prime sponsors and representatives of LEAs to provide information and to encourage collaboration on projects authorized under YEDPA. Participants' view on implementing collaboration, career development, work experience, and academic credit are reported. Various examples are provided to demonstrate the Work-Education Consortium Council's involvement in assisting CETA/LEA collaboration, involvement with LEAs and involvement with CETA prime sponsors. The appendix contains relevant sections of Title IV Youth Programs of the Comprehensive Employment and Training Amendments of 1978. (CSS)

ED 167 804 CE 020 275

ETA: Helping to Improve American Worklife.
Employment and Training Administration (DOL), Washington, D.C.
Pub Date-78
Note-29p.
Available from-Superintendent of Documents; U.S. Government Printing Office, Washington, D.C. 20402 (Stock Number 029-000-00352-1)
Pub Type- Guides - General (050) - Reports - Descriptive (141)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Apprenticeships, *Employers, Employment, *Employment Programs, *Employment Services, Federal Legislation, *Federal Programs, *Job Applicants, Job Placement, Job Training, Older Adults, Unemployment, Veterans, Youth Employment
Identifiers-Comprehensive Employment Training Act, Employment Training Administration, Work Incentive Program

This booklet serves as an introduction to the Employment and Training Administration (ETA) and describes the ETA's development and the services it provides to employers and jobseekers. It details programs, field services, history, prime objectives, and the 1978 legislation concerning ETA and CETA. Special areas discussed in detail are the employment service, unemployment insurance, youth, job corps, apprenticeship, older workers, veterans, other special groups, jobs in the private sector, research, and the work incentive program (WIN). Statistics for 1977 and individual remarks demonstrate ETA's past successes. Also included are samples of special services ETA has provided for employers, an index, and a list of addresses for further information in specific areas. (CT)

ED 167 840 CE 020 400

Levine, Jerrold M. And Others

Trainability of Abilities: Training and Transfer of Abilities Related to Electronic Fault-Finding Technical Report, 1 Jan 1978-15 Mar 1979.

Advanced Research Resources Organization, Bethesda, Md.

Spons Agency-Office of Naval Research, Arlington, Va. Personnel and Training Research Programs Office.

Report No.-ARRO-3010-TR2

Pub Date-Mar 79

Contract-N00014-77-C-0268

Note-59p.; For a related document see CE 014 917

Pub Type- Reports - Evaluative (142) - Reports - Research (143)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors-*Ability Identification, *Electronics, Job Skills, *Job Training, Military Training, Spatial Relationship, Task Performance, *Testing, Test Results, *Transfer of Training

Identifiers-Closure, *Electronic Troubleshooting, Navy, United States

The feasibility of training selected abilities so as to facilitate transfer among tasks requiring these abilities and therefore reduce training time and increase personnel flexibility was investigated by the Office of Naval Research. Sixty undergraduate college students participated in a study of from one to five days duration. Experimental subjects received extensive practice with feedback provided on a set of tasks known to require the abilities of flexibility of closure and spatial scanning. Control subjects received no practice. All subjects were tested on an electronic fault-finding task which was dissimilar to the training tasks but which had earlier been demonstrated to require for successful task performance the abilities being trained. Results indicated that training significantly enhanced spatial scanning but not flexibility of closure as measured by standard ability tests administered before and after training. On the other hand, there was no evidence that performance on the troubleshooting task was affected significantly as a result of training (i.e., there was no transfer of training). The findings were discussed in relation to training regimens and the complexity of the criterion task. (The study also contains a list of references, examples of training tasks, and addresses of people on the distribution list.) (Author/CT)

ED 167 861 CG 013 256

Regoli, Robert M. Poole, Eric D.
Do Female Delinquents Drift?
Pub Date- 74
Note-17p.
Pub Type- Reports - Research (143)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Attitudes, *Behavior Patterns, *Delinquency Causes, *Delinquent Behavior, Females, Institutionalized Persons, Prisoners, Social Problems, *Social Values, *Subculture

Youths who approved of adventurous, youth-oriented activities were likely to be more involved in delinquent behavior than those who did not, but no relationship was found between approval of more serious offenses and extent of delinquent involvement. Based on questionnaire responses from institutionalized girls in two juvenile reformatories, findings indicate that attitudes of those engaging in serious delinquent activity were similar to the attitudes of those who did not. This argues against the common assumption that delinquents have values different from nondelinquents. Instead, support emerged for the argument that delinquents drift into and out of delinquent behavior. It appears that individuals engage in delinquent behavior because they are periodically released from moral constraint. (BN)

ED 168 026 CS 204 728

Carr, Robin L.
From Pandora's Box: Hopelessness and Defeat in Children's Literature.
Pub Date- 78
Note-10p.; Study prepared at Illinois State University
Pub Type- Opinion Papers (120)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Childrens Books, *Childrens Literature, Elementary Education, Evaluation Criteria, Fiction, *Negative Attitudes, *Realism, Standards, Twentieth Century Literature

The new realism'' that distinguishes some recent childrens' books such as The Mimosa Tree,'' The Bear's House,'' and My Daddy Is a Policeman'' portrays the important issues of human life from a one dimensional perspective. These books focus on the tragedies and problems of life without answering the child's philosophical questions regarding existence or the meaning inherent in the events of life; they do not clarify the relationship between hope and hopelessness, or victory and defeat. While these books use hopelessness and defeat as single-edged themes, other recent books such as Slake's Limbo,'' The Dark Is Rising,'' and The Missing Person's League,'' deal with the realistic themes of darkness, despair, and hopelessness at the same time that they stress the importance of the search for goodness and victory in life. It is this search and the human need for hope that gives literature its substance. (MAI)

ED 167 786 CE 020 237

Bartley, Hugh J. And Others

Career Fields for Inspection and Enforcement Personnel.

General Research Corp., McLean, Va.

Spons Agency-Nuclear Regulatory Commission, Washington, D.C. Office of Inspection and Enforcement.

Report No.-NUREG-CR-0042

Pub Date-Oct 78

Contract-NRC-05-77-142

Note-135p.; Not available in hard copy due to reproducibility problems

Available from-National Technical Information Service, Springfield, Virginia 22161 ($6.50, printed copy; $3.00, microfiche)

Pub Type- Reports - Descriptive (141)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-Building Trades, Career Ladders, *Career Opportunities, Construction Needs, Educational Needs, *Employment Opportunities, *Employment Qualifications, *Energy, Environmental Technicians, Fuels, Health Occupations, Inspection, Investigations, *Job Development, *Occupational Mobility, Radiation, Safety, Security Personnel, Standards, Training

Identifiers-*Nuclear Power, Reactor Operations

This document is the General Research Corporation (GRC) report on Task II, which called for the development of career fields for headquarters and regional positions of the U.S. Nuclear Regulatory Commission Office of Inspection and Enforcement (NRC/IE). GRC examined the data of Task I (development of qualifications requirements) for commonality of knowledge and performance, postulated career fields as a result of that examination, and tested and revised those career fields by more extensive examination. Proposed as a result of this are four career fields: construction-vendor, health physics, reactor operations, and safeguards; and two ``career ladders'': fuel facilities and investigation. (The term ``career ladder'' was chosen to describe the relatively narrow patterns of positions open to its members.) All career fields include subfields, which are described in full in the report. In addition to recommending acceptance of these career fields, this document proposes the combination of certain subfields, the retitling of some positions, and the adoption of a standard nomenclature for all NRC/IE positions. (Author)

ED 167 935 CG 013 369

Dana, Richard H.

Shoestring Adventures in Program Evaluation: A Model, Methods, Data, and Applications.

Pub Date-78
Note-25p.; Paper presented at the Annual Convention of the American Psychological Association (86th, Toronto, Ontario, Canada, August, 1978)
Pub Type- Speeches/Meeting Papers (150) - Guides - General (050)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Action Research, Clinical Psychology, Consultants, *Evaluation Methods, Human Services, *Mental Health Programs, Methods Research, Professional Training, *Program Evaluation

A model for program evaluation with pertinent data from a variety of methods applied in six settings is described. The settings include two university clinical psychology programs at Alabama and Kansas; the Memphis Internship Consortium; the University of Arkansas Student Development Center component of the Counseling Unit; and two county social service agencies, Benton and Washington counties in Arkansas. The evaluations of the clinical psychology training programs are described in some detail herein to augment (and antedate in methodology) the separate presentations of programs in the other four settings. The model format includes entree to setting, shared planning, participation in data collection by setting personnel, informal oral feedback with all setting participants, formal feedback between researcher and program, and a continuing relationship between researcher and program. The model encourages a continuity of relationship between researcher and program to stimulate shared involvement over time, increasing the likelihood that findings will have an effect upon future program practices. Methods include interviews with participants, group meetings with participants, stream of behavior accounts and occupancy counts of behavior settings, needs assessment data, time logs of activities and concurrent feelings of program participants, and questionnaire data. These methods separate persons and settings so that feedback of findings may be individualized, and personally relevant data as well as program relevant data may be provided to participants. (Author/LS)

ED 167 957 CS 004 671

Reading/Language Arts Support Personnel Handbook.
Compton City Schools, Calif.
Pub Date- 78
Note-280p.; Not available in hard copy due to marginal legibility of original document
Pub Type- Guides - Classroom - Teacher (052) - Tests/Questionnaires (160)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-Behavioral Objectives, Elementary Secondary Education, Inservice Teacher Education, *Language Arts, *Program Development, Program Evaluation, Readability, Reading Centers, Reading Consultants, Reading Diagnosis, *Reading Instruction, *Reading Programs, Reading Tests, Self Evaluation, Sequential Approach, Skill Development, Student Evaluation, Teacher Role

This handbook was designed to assist reading/language arts support personnel in developing a sequential, developmental program suited to each child's needs. The first of the book's five major sections outlines the procedures for establishing a successful program and discusses such factors as how to create the working environment, schedule time, choose materials, and make a master calendar and timeline. The second section defines the roles of the reading consultant, principal, classroom teacher, content area teacher, and instructional aide. The next section describes the utilization of diagnostic techniques in reading, offers examples of reading skills measures, and explains how to measure readability. The fourth section describes the behavioral goals of the prescriptive reading skills center and explains how to establish one. It also offers instructions for planning inservice programs. The final section offers criteria and a checklist for evaluating the reading program, presents a guide to standardized reading tests, discusses the misuse of reading diagnosis tests, and offers illustrations of various reading skills instruments. Five appendixes contain materials and forms for use in a reading program. (FL)

ED 167 981 CS 004 723

Anderson, Darby Halloran, Mary

Promising Practices; Secondary Reading Criteria for Excellence.

Alaska State Dept. of Education, Juneau.
Pub Date-78
Note-8p.; For related document, see CS 004 722
Pub Type- Tests/Questionnaires 160)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Community Involvement, *Content Reading, Developmental Reading, *Program Evaluation, *Rating Scales, Reading Material Selection, *Reading Programs, Remedial Reading, Secondary Education, Staff Role

This program assessment instrument was developed for use by educators and community representatives in evaluating secondary school reading programs and in establishing program goals. Using a rating scale of (1) not started, (2) started/little progress, (3) some progress, (4) almost achieved, and (5) achieved, the instrument covers the following areas: functional program components (content area reading), staffing, criteria for selection and use of textual materials, community involvement, and direct program components (remedial and developmental reading). Profile sheets are provided for use with the instrument. (FL)

ED 168 115 EA 011 377

Nagle, John M. Walker, Harold E.
The Component Four Implementation Booklet. Community-Based Broad Goal Definition. SPECS: School Planning, Evaluation, and Communication System.
Oregon Univ., Eugene. Center for Educational Policy and Management.
Spons Agency-National Inst. of Education (DHEW), Washington, D.C.
Pub Date-75
Note-38p.; For related documents, see EA 011 372-379; Not available in paper copy due to small print of original document
Available from-CEPM Publications, Center for Educational Policy and Management, College of Education, University of Oregon, Eugene, Oregon 97403 ($2.50)
Pub Type- Guides - Non-Classroom (055) - Reports - Descriptive (141)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-Community Attitudes, *Community Involvement, *Educational Objectives, Elementary Secondary Education, Guides, Needs Assessment, *Program Development, Program Planning, School Districts
Identifiers-*School Planning Evaluation Communication System

The School Planning, Evaluation, and Communication System (SPECS) is an overall design for districtwide program assessment and development. It is both a way of interrelating planning and evaluation of individual programs and a way of comparing the outcomes of all district programs with the district's community-defined educational goals. Component Four of the five SPECS components is the monitoring subsystem of SPECS and is designed to solicit from the district's citizens their views of preferred district programs. This implementation booklet for Component Four describes the rationale behind the component, discusses the challenge of developing goal statements that can guide program planning and evaluation, and raises a series of nineteen questions about the content and processes of community-based goal definition. Designed for use as a kind of workbook, the booklet can help a group in a school district develop an initial description of their strategy for involving community representatives in broad goal definition. A companion booklet describes in detail how personnel in a particular school district developed and implemented their own strategy for goal definition. (Author/JM)

ED 168 135 EA 011 407

Latham, Gary P. Yukl, Gary A.

A Review of Research on the Application of Goal Setting in Organizations.

Pub Date-Dec 75
Note-22p.
Available from-Business Manager, P.O. Drawer K2, Mississippi State University, Mississippi State, Mississippi 39762
Journal Cit-Academy of Management Journal; v18 n4 p824-45 Dec 1975
Pub Type- Journal Articles (080) - Reports - Research (143) ()
Document Not Available from EDRS.
Descriptors-Achievement, *Motivation, *Objectives, Organizational Theories, *Organizations (Groups), Research Reviews (Publications), Rewards, *Task Performance, Work Attitudes
Identifiers-*Goal Setting

Twenty-seven studies on goal setting were reviewed to evaluate the practical feasibility of goal setting in organizations and to evaluate Locke's theories of goal setting. The organizational research reviewed provides strong support for Locke's proposition that specific goals increase performance and that difficult goals, if accepted, result in better performance than do easy goals. The field studies do not provide relevant evidence concerning Locke's propositions that goal setting mediates the effects of participation, monetary incentives, and performance feedback. The laboratory study concerning monetary incentives produced findings contrary to Locke's theory. Field research is needed that is designed to test the mediation propositions and to investigate the possibility that participation, monetary incentives, and feedback affect performance independently of goal setting or interact with goal setting. Limiting conditions for effective goal setting may be complexity of the job and performance measures, degree of managerial attention and support, interdependence of jobs, and individual traits of employees. (Author/JM)

ED 168 157 EA 011 431

Measuring Trends in Salaries and Wages in Public Schools: ERS Composite Indicator of Changes. ERS Information Aid.

Educational Research Service, Arlington, Va.
Pub Date-79
Note-34p.
Available from-Educational Research Service, Inc., 1800 North Kent Street, Arlington, Virginia 22209 ($10.00)
Pub Type- Reports - Research (143)

Document Not Available from EDRS.

Descriptors-Administrative Personnel, Comparative Analysis, Educational Research, Elementary Secondary Education, Graphs, *Measurement, *Measurement Instruments, Public School Systems, Records (Forms), *Salary Differentials, *School Personnel, Statistical Data, Tables (Data), *Teachers, Trend Analysis, *Wages

The composite indicator, published annually by the Educational Research Service (ERS), was designed to reflect overall changes in average salaries and wages paid by public school systems. The purpose of this book is to describe the nature of the indicator, how it is compiled on a national and state basis, and how local school systems can compile data for use in salary and wage decision-making. The composite indicator is based upon data for 28 of the 33 public school employee positions on which ERS reports. For example it shows that changes in average salaries and wages paid by reporting school systems in 1978-79 increased by 6.7 percent over those paid in 1977-78. This compares with a 7.7 percent increase in the Consumer Price Index for calendar year 1978. Procedures, work sheets, and outline graphs for making local computations and comparisons are included in the final section of this information aid (Author/LD)

Index of Property Tax Non-Uniformity Among School Districts in New York State.

New York State Div. of the Budget, Albany. Education Study Unit.
Pub Date-Aug 77
Note-78p.; Not available in paper copy due to marginal legibility of original document
Pub Type- Reports - Research (143) - Numerical/Quantitative Data (110) ()
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-*Assessed Valuation, Elementary Secondary Education, Finance Reform, Inequalities, Measurement Techniques, *Property Appraisal, *Property Taxes, School Districts, *School Taxes
Identifiers-Inequities, *New York

This report measures the inequities in school taxes on New York State residential property that result from assessment nonuniformity. The index of nonuniformity is a measure of the average percentage difference in school tax bills paid by owners of like residential properties in the same school district but in separate assessing units. Using this measure, on the average, in almost three-fifths of the 544 school districts that include parts or all of more than one municipality, homeowners as a class in one assessing unit pay in excess of 20 percent more school taxes than homeowners in another assessing unit within the same school district. The adjusted index of nonuniformity is a conservative measure of the percentage difference in school tax bills paid by owners of two homes of equal market value located in different assessing units but in the same school district. Using this measure, in almost 85 percent of the school districts that include more than one assessing unit, some homeowners in one assessing unit pay at least 100 percent more in school taxes than homeowners in another assessing unit. The report concludes that equalization rates do not now fairly apportion school tax levies and that the magnitude of school tax inequity warrants immediate action. (Author/JM)

ED 168 220 EA 011 523

Carrano, Andrew S.
A Course in Staff Performance Evaluation: Preparing for Implementing PA 74-278 An Act Concerning Teacher Evaluation.'' Instructor's Manual. First Draft.
Area Cooperative Educational Services, New Haven, Conn.
Pub Date-Aug 76
Note-232p.; Not available in paper copy due to marginal legibility of original document
Pub Type- Guides - Classroom - Teacher (052)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-Behavioral Objectives, *Educational Objectives, Elementary Secondary Education, *Evaluation Methods, Higher Education, Instructional Materials, Personnel Evaluation, Self Evaluation, State Legislation, *Teacher Evaluation
Identifiers-*Connecticut

The purpose of this manual is to provide the instructor an outline and prototypic documentation to lead a course on the topic of staff performance evaluation. The course is set up as a 30-hour event comprising 10 sessions of three hours each. This conforms with the policy of many higher education institutions and may, therefore, be used as an elective course offering. An alternate use is for a local district to use this course as an inservice program. The course sessions are presented in the following manner: session content, relation to other sessions, desired outcomes, procedures and activities, suggested readings, handouts, transparency masters, and assignments for later sessions. The instructor is encouraged to supplement these offerings with his or her own ideas and resources. The titles of the ten sessions are Introduction and Orientation,'' The Law and Guidelines,'' System-Wide Goal Setting,'' Preparing Instructional Objectives,'' Writing Performance Objectives,'' Self-Evaluation,'' Target Setting Simulations,'' Developing a Plan for Staff Performance Evaluation,'' Editing the Plan,'' and A Plan for Staff Performance Evaluation.'' (Author/IRT)

ED 167 822 CE 020 346

Mesa Unified School District Career Education Accountability Model. Final Project Performance Report. Volume 1 of 2.

Mesa Unified School District, Ariz. Dept. of Planning and Special Projects.

Spons Agency-Office of Career Education (DHEW/OE), Washington, D.C.

Pub Date-30 Nov 78

Contract-G0077C0126

Note-262p.; For related documents see CE 020 347, ED 132 284, and ED 138 786 ; Parts of appendix may be marginally legible

Pub Type- Reports - Descriptive (141) - Reports - Research (143)

EDRS Price - MF01/PC11 Plus Postage.

Descriptors-*Career Education, Charts, Data Collection, Demonstration Programs, *Educational Accountability, *Educational Assessment, *Educational Objectives, Elementary Secondary Education, Item Analysis, Measurement Instruments, Participant Satisfaction, Program Development, Records (Forms), *Test Construction, Test Results

Identifiers-Education Amendments 1974, *Model Accountability System

The career education project conducted by the Mesa (Arizona) Unified School District was designed to develop a written objectives-based Model Accountability System (MAS) that identifies terminal career education behaviors according to several themes, specifies assessment items for each objective, and provides a monitoring system and mastery profiles for the individual student, class, school, grade, and district (K-12). The project was also designed to document and critique the development phases of the MAS and to demonstrate that MAS users have a positive attitude toward its further implementation. The activities consisted of developing, for each grade, the following: (1) a conceptual and sequential framework; (2) a comprehensive matrix of viable goals and objectives; (3) representative and validated assessment items; (4) formats for the display of test data; (5) instrumentation and procedures for the pilot testing of the model and system; and (6) a measure for assessing the attitude of participants. Data supporting each stage of development was collected, arranged for display in charts and tables, and incorporated in further revisions. (This document contains the final performance report, covering project activities, objectives, participants, evaluation, results, anticipated changes, dissemination, and special activities. A major portion of this document contains related forms and survey instruments and data. A companion document, CE 020 347, contains the assessment materials.) (Author/BM)

ED 167 862 CG 013 257

Shueman, Sharon A.
Report on the Survey of County Women.
Montgomery County Commission for Women, Rockville, Md.
Pub Date-1 Jul 78
Note-47p.
Pub Type- Reports - Research (143)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*Agency Role, Attitudes, *Community Surveys, Equal Opportunities (Jobs), *Females, Human Services, *Needs Assessment, Rape, Social Agencies, *Womens Education

The most crucial findings resulting from this survey of 1,256 women are those reflecting the respondents' needs and concerns, as well as their views of what should be priorities for program planning. The problem areas which these women generally agreed should be of importance were employment, wife abuse, rape and other sexual offenses, child care, and education. Additional areas which were emphasized were job re-entry counseling and wills/probate. An example of the survey's implications for agency action is the current emphasis on employment, both in terms of conferences and seminars and in terms of direct services being offered to women. (BN)

ED 167 886 CG 013 283

Lau, Alan W. Landau, Samuel B.

Relationship of Job Scope to Enlisted Performance and Satisfaction Criteria.

Pub Date- 77

Note-14p.; Tables are marginally legible due to small print

Pub Type- Speeches/Meeting Papers (150) - Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Behavior Patterns, Comparative Analysis, *Individual Characteristics, *Job Development, *Job Satisfaction, Military Personnel, *Perception, Reactive Behavior, *Task Performance, *Work Experience

Identifiers-*Job Diagnostic Survey

As part of a longitudinal study of first-term enlisted naval personnel, perceptions of job scope (the complexity and challenge of a job), were investigated to predict criteria of satisfaction, enlisted performance ratings, and turnover. Correlations between job scope (Job Diagnostic Survey scores) and behavior as moderated by a variety of individual difference characteristics were also examined, including internal-external locus of control, growth need strength, and needs for achievement. The overall results of the study were consistent with previous research on job design in that the interaction between the individual and the job has been found to be an important determinant of employee work outcomes of satisfaction and turnover. Relationships between job characteristics and performance were not significant. In general, results indicated that individuals who have high needs for achievement, for example, react less favorably to jobs low on variety, autonomy, task identity, feedback, and task significance, and are more likely to separate from the Navy than individuals who do not have high achievement needs. (Author)

ED 167 911 CG 013 316

Pretrial Release; Performance Standards and Goals for Pretrial Release and Diversion.

National Association of Pretrial Services Agencies, Washington, D.C.
Spons Agency-Law Enforcement Assistance Administration (Dept. of Justice), Washington, D.C.
Pub Date-Jul 78
Grant-J-LEAA-76-DF-99-0062
Note-91p.; For related document see CG 013 315 ; May be marginally legible due to small print
Pub Type- Guides - Non-Classroom (055)
EDRS Price - MF01/PC04 Plus Postage.
Descriptors-Correctional Rehabilitation, *Criminal Law, *Criminals, *Justice, *Legal Aid, *Legal Responsibility, Rehabilitation Programs, *Standards
Identifiers-*Pretrial Release

The goals and standards for pretrial release are designed to provide guidance and direction to those individuals working in the criminal justice system who are responsible for attempts at reduction of inequity and ambiguity in release and diversion practices. The materials in this collection deal with the following areas of concern: (1) due process and equal protection; (2) timing and procedures for pretrial release; (3) personal recognizance; (4) establishment of restrictive conditions where necessary; (5) financial and personal responsibility of the releasee; (6) responsibilities of pretrial services agencies; and (7) confidentiality and program monitoring practices. (HLM)

ED 168 004 CS 204 654

Woods, William F.

Teaching Writing: The Major Theories Since 1950.

Pub Date- 78

Note-27p.; Study prepared at Wichita State University

Pub Type- Information Analysis (070) - Opinion Papers (120)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-*Composition (Literary), *Educational Trends, Elementary Secondary Education, *English Instruction, Higher Education, Models, *Teaching Methods, Theories

The pendular shifts in attitudes toward teaching writing reflect varying concerns that educators have had about the proper instructional emphasis whether it should be student centered or discipline centered. The historical dates that act as signposts to these shifting attitudes toward methods of writing instruction include the following: the founding by the National Council of Teachers of English (NCTE) of the Conference on College Composition and Communication in 1949; NCTE's 1956 publication of The English Language Arts in the Secondary School,'' a position statement stressing the needs of the whole child; the 1957 launching of the Sputnik satellite, initiating a scrabble for educational discipline and academic reform; the 1966 Dartmouth Conference, which developed reactions to the academic reforms; and the back to basics,'' movement, typifying the retrenchment of 1977-1979. Within this historical context, several writing theories, models, and activities can be discussed: the works of John Dixon and Ken Macrorie, urging student self-discovery through language experience; Robert Zoellner's talk-write'' model; Peter Elbow's developmental'' model; Francis Christensen's Generative Rhetoric of the Sentence''; James Moffett's theory of discourse; John Mellon's tranformational generative grammar; Frank O'Hare's sentence combining; and the heuristics of Frank D'Angelo, Richard Young, and Kenneth Burke. (RL)

Burd, Gene Young, C. Dianne
Criticism of News Media in City Magazines.
Pub Date-Aug 78
Note-20p.; Paper presented at the Annual Meeting of the Association for Education in Journalism (61st, Seattle, Washington, August 13-16, 1978) ; Best copy available
Pub Type- Speeches/Meeting Papers (150) - Reports - Research (143)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Content Analysis, *Journalism, *Mass Media, *Media Research, *Periodicals
Identifiers-*City Magazines, *Press Criticism

A survey of 80 city and regional magazines was undertaken to examine articles of media criticism. Of those, 78.5% responded. A total of 420 articles were received and were divided according to subject and geographical distribution. A critical analysis of representative articles determined that they represented significant criticism as defined in Theodore Peterson's ``The Social Responsibility Theory of the Press.'' It was found that city magazines have adopted media criticism as a standard editorial practice, that most articles were published by the magazines in the largest cities, that most were about the print media, that most concerned local media performance and power, and that magazines in the Northeast and Far West were the most diligent media watchdogs. Common criticisms were that newspapers are inaccurate, sensational, and without substance; that they boost and protect ``sacred cows'' rather than criticize; that they ignore problems and issues out of self-interest; and that they allow advertising and class pressures to influence the news. (TJ)

An Inquiry Relative to Preparation for a General World Administrative Radio Conference of the International Telecommunication Union to Consider Revision of the International Radio Regulations; Report and Order before the Federal Communications Commission, Washington, D.C. Docket No. 20271.

Federal Communications Commission, Washington, D.C.
Report No.-FCC-78-849
Pub Date-Dec 78
Note-123p.
Pub Type- Legal/Legislative/Regulatory Materials (090)
EDRS Price - MF01/PC05 Plus Postage.
Descriptors-*Communication (Thought Transfer), Federal Government, *Federal Regulation, *Radio
Identifiers-*Federal Communications Commission

This "Report and Order" from the Federal Communications Commission (FCC) represents the examination of thousands of comments and an expert determination of the future needs of the nongovernmental users of the radio spectrum in the United States. The proposals it contains will be part of the United States' proposals at the 1979 World Administrative Radio Conference of the International Telecommunication Union. It includes a background of the report; terminology and rules for the use of frequencies; table of frequency allocations; technical proposals; regulatory proposals; and administrative, operational, and miscellaneous proposals, along with associated appendixes. It is preceded by a statement by FCC chairman Charles D. Ferris and by a joint statement by Commissioners Abbott Washburn and James H. Quello. (TJ)

ED 168 094 CS 502 449

Goldberg, Judy

Family Communication: Insideness and Outsideness.

Pub Date-Nov 78

Note-12p.; Paper presented at the Annual Meeting of the Speech Communication Association (64th, Minneapolis, Minnesota, November 2-5, 1978)

Pub Type- Speeches/Meeting Papers (150) - Reports - Descriptive (141)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Assignments, *Communication (Thought Transfer), Communication Skills, Community Colleges, *Course Content, *Course Objectives, *Family Relationship, Higher Education, Interaction, *Interaction Process Analysis, Skill Development, Speech Communication, Student Development

The family communication course at Arapahoe Community College attempts to acquaint students with the central role of communication in the maintenance and enhancement of family relationships and to equip them with knowledge that can produce a greater flexibility in their communication within their own family units. The course is built around two basic human processes: the process of discovering meaning or identity and the process of establishing relatedness or connectedness with others. Two texts are used, along with instructor-prepared handouts. The major course assignment requires students to write a description of an interaction within their own families; the papers, with identifying information removed, are then given to other students, who write analyses of the interactions described. Finally, students write analyses of their own family interactions. The course has helped the instructor as well as the students to improve family communication skills. (A course syllabus is included.) (GT)

ED 168 199 EA 011 487

Temkin, Sanford

School Improvement Processes and External Agency Roles.

Research for Better Schools, Inc., Philadelphia, Pa.

Spons Agency-National Inst. of Education (DHEW), Washington, D.C.

Pub Date-1 Apr 78

Grant-OB-NIE-G-78-0107

Note-76p.

Pub Type- Reports - Descriptive (141)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors-Administrative Personnel, Adoption (Ideas), Agencies, Bibliographies, Boards of Education, Change Agents, *Change Strategies, *Educational Change, *Educational Improvement, Elementary Secondary Education, Interinstitutional Cooperation, Literature Reviews, *Program Improvement, *School Systems, State Agencies

This paper discusses the improvement process used in schools to bring about change, as well as the influence of external agencies on improvement activity. It considers school district processes as they relate to improvement activity, the strategies and roles performed by external agencies, and the issues that might effect planning by an external agency. Questions that external agencies should consider in regard to support and influence of a school district provide a basis for drawing the paper together. (Author/LD)

ED 168 241 EC 113 813

Amos, Neil G. Moody, Lamar

Comparisons Among Principals, Regular Classroom Teachers, and Special Education Teachers of Their Perceptions of the Extent of Implementation of Administrative Practices Pertaining to Mainstreaming Mildly Handicapped Students.

Pub Date-77

Note-15p.

Pub Type- Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Administrator Attitudes, *Educational Administration, *Handicapped, *Handicapped Children, *Mainstreaming, Principals, *State Surveys, Teacher Attitudes, Teachers

Identifiers-*Mississippi

The perceptions of 355 principals, regular classroom teachers, and special education teachers regarding the extent of implementation of administrative practices pertaining to the mainstreaming of mildly handicapped children in Mississippi were studied. The results indicated that the first year of mainstreaming in Mississippi saw only moderate implementation of administrative practices considered essential to effective mainstreaming programs. Analysis identified three areas where the perceptions of the three groups of professionals were not congruent (whether or not the principal should become cognizant of the characteristics of mildly handicapped children, whether or not community resources should be utilized in exceptional child education, and whether or not teachers should be encouraged to educate children about handicaps), thus indicating a need for cooperative planning in developing a rationale for mainstreaming mildly handicapped children in the years ahead. (Author/DLS)

Cole, Bob And Others
The Laundry Works or How to Clean Up Your Act. (An Affective Education Materials Manual Designed for Use in Juvenile Court Schools).
California Juvenile Court Schools Training Program, San Jose.; California State Dept. of Education, Sacramento.; Santa Clara County Superintendent of Schools, San Jose, Calif.
Spons Agency-Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.
Pub Date-Jan 79
Note-99p.; For related materials, see EC 114 069-071
Available from-California Juvenile Court Schools Training Program, 100 Skyport Drive, San Jose, California 95110 ($4.00)
Pub Type- Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC04 Plus Postage.
Descriptors-Adolescents, *Affective Behavior, *Delinquency, Elementary Secondary Education, Emotional Development, Emotionally Disturbed, *Humanistic Education, *Individual Development, *Interpersonal Competence, Learning Activities, *Self Concept, Values

The manual contains affective educational materials and methods for use with delinquent students (grades 4-12). The introductory section explores a suggested timetable for the activities provided and gives suggestions for setting up the classroom, the use of a 'group circle' and an opening exercise or icebreaker. Each activity is described in terms of the rationale, materials, and activity content. The activities are divided into the following four sections: image building - self awareness, with activities such as writing an autobiography; image building - giving and receiving, including activities which foster the individual's sense of self; awareness of other's through awareness of self, in which cooperation is stressed; and values clarification - getting to know self through others, which includes activities designed to explore individual differences, stereotypes, and values. (PHR)

ED 167 734 CE 019 282

LaGuardia Community College: A Model for a Comprehensive Career Educational Approach to Higher Learning. Final Report.

La Guardia Community Coll., Long Island City, N.Y.
Spons Agency-Office of Career Education (DHEW/OE), Washington, D.C.

Pub Date-Sep 77
Contract-300-76-0329
Note-100p.; For related documents see CE 019 283, ED 132 284, and ED 138 786
Pub Type- Reports - Descriptive (141)
EDRS Price - MF01/PC04 Plus Postage.
Descriptors-*Career Education, Career Exploration, Community Colleges, *Community Involvement, *Cooperative Education, Faculty Development, *Fused Curriculum, Internship Programs, Leisure Time, Objectives, Postsecondary Education, *Program Development, *Resource Centers, Skill Development
Identifiers-Education Amendments 1974

Divided into two parts, this document describes the comprehensive career education model at LaGuardia Community College (New York). Introductory material in part 1 includes a general overview of the project, a description of the U.S. Office of Career Education contract which enabled LaGuardia to expand its career education efforts, and a description of the setting and project objectives. Project activities prior to the O.C.E. contract, the contract objectives, developments during the contract period, and a summary and recommendations are presented for the following activities: (1) implementing a career resource center; (2) using cooperative education as the reality test of career education concepts and skills; (3) involving the teaching faculty in career education infusion; (4) collaborating with the business, labor, industrial, and public sectors; and (5) facilitating the productive use of leisure time. Finally, the agenda for a national conference conducted to demonstrate the project results concludes part 1. Part 2 outlines the tasks, activities, and time frames corresponding to the attainment of the contract objectives. (CE 019 283 contains the project evaluation report.) (BM)

ED 167 751 CE 019 751

Cross, K. Patricia

Perspectives on Lifelong Learning.

Pub Date-13 Sep 78
Note-17p.; Speech given before the Northern California Adult Education Association Interest Group (San Francisco, California, Septebmer 13, 1978)
Pub Type- Speeches/Meeting Papers (150) - Reports - Research (143)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Adult Education, *Adult Learning, Adult Programs, *Adult Students, Change Agents, *Continuous Learning, *Educational Alternatives, Educational Change, Educational Demand, Educational Development, Educational Innovation, Educational Interest, *Educational Opportunities, Educational Resources, Experiential Learning, Independent Study, Postsecondary Education, Social Factors

Although lifelong learning was a term created to mean cradle-to-grave learning, it has come to mean specifically adult learning and education. The adult learning force in the U.S. is huge and growing in size as well as interest. Since eighty-five percent of the active adult learners are high school graduates, they are eligible for postsecondary education. Many enroll in the formal programs offered by colleges and universities but an even larger number spend time on self-directed, informal learning projects. Four social forces are contributing to this increase in adult education: (1) national pressure for expanded educational opportunities, which has resulted in learning no longer being tied to a physical location; (2) a combination of decreased emphasis on the credentials of the educational provider and increased emphasis on the credentials of the learner, permitting academic credit for experiential learning; (3) recognition of the necessity for, and pleasure derived from, lifelong learning; and (4) the societal shift from a linear life plan to a blended life plan, which has been produced, in part, by the job shortage. Educational providers for lifelong learning are a diverse group including libraries, museums, and television as well as schools. As they develop their unique educational strengths, they will continue to provide education with a diversity of options. (ELG)

ED 167 805 CE 020 277

Klus, John P. Jones, Judy A.

Survey of Continuing Education Activities for Engineers and Scientists.

Wisconsin Univ., Madison. Engineering Institutes.

Spons Agency-American Society for Engineering Education, Washington, D.C.; National Science Foundation, Washington, D.C.

Pub Date-78

Note-52p.

Available from-The American Society for Engineering Education, One Dupont Circle, Suite 400, Washington, D.C. 20036 ($5.00)

Pub Type- Information Analysis (070) - Reports - Research (143)

Document Not Available from EDRS.

Descriptors-Adult Education, Adult Education Programs, Continuous Learning, Correspondence Courses, Credit Courses, Educational Needs, *Engineers, *Independent Study, Institutes (Training Programs), Needs Assessment, *Noncredit Courses, *Professional Associations, *Professional Continuing Education, Program Development, Program Evaluation, *Scientists, Short Courses, Staff Improvement, Training, *Universities

Identifiers-United States

A study was done to provide baseline data on the continuing education opportunities that colleges, universities, and professional societies offer engineers and scientists and to determine how programs and courses are developed. Although degree credit courses were included, the focus was on noncredit education designed to increase or update professional knowledge and skills. Activities reported were intensive short courses; after-hours, noncredit courses; institutes, seminars, clinics and workshops; correspondence courses; and self-study. Approximately half the questionnaires were sent to universities and half were sent to professional and technical associations; 50.3% responded from universities and 37.6% responded from associations. In noncredit activities, there was an average of thirty-eight activities per university and twenty-four activities per association. Land-grant universities held many more activities than non-land-grant universities. In summary, it was found that more continuing education takes place through self-study than through all other activities combined. In the course development and operations segment of the survey the most often cited ideas source was personal communications with or from industry.'' Of eighty-three respondents, 76% stated they did conduct needs analyses; 12% did not; 12% did, sometimes. And, regarding course evaluations, a subjective questionnaire was used very often by 57% of respondents; only 22% felt subjective questionnaires were extremely important. (CSS)

ED 167 841 CE 020 401

Mallory, Alva E., Jr. Holder, Todd
A Comprehensive Career Development Employability, Vocational, and Coping Skills Training Program for YETP/SPEDY Youth in the Genesee Intermediate School District. Executive Summary. Carkhuff Associates, Inc., Amherst, Mass.; Genesee Intermediate School District, Flint, Mich. Vocational Education and Career Development Services.
Spons Agency-GLSF CETA Consortium, Flint, Mich.
Pub Date- 78
Note-111p.; Best copy available
Pub Type- Reports - Descriptive (141) - Reports - Research (143) - Numerical/Quantitative Data (110) ()
EDRS Price - MF01/PC05 Plus Postage.
Descriptors-*Career Development, Career Exploration, *Career Planning, Computer Assisted Instruction, Coping, Decision Making Skills, Educational Research, Federal Programs, High School Students, Individualized Programs, Job Application, Job Skills, *Job Training, Learning Modules, Management Systems, Remedial Reading, *Self Concept, *Work Experience Programs, *Youth Employment
Identifiers-Summer Program Economically Disadvantaged Youth, Youth Employment Training Program

A CETA youth project was designed to provide training in vocational awareness, self-awareness, coping skills, job skills, employability skills, career planning, and remedial reading. Over 500 youth between 14-21 were involved and many received computer interactional career training in coordination with an individualized career class. Significant gains were reported in career exploration, decision making, and career planning. Self-report data of the youth confirmed that they were definitely helped in deciding what they wanted to do in their futures. A 75% increase in the level of coping skills for school and work settings was found as a result of a systematic delivery of twelve one-hour modules. A similar gain was found in the ability of youth to identify job openings, develop resumes, and take interviews. Two hundred of the 500 received 90 hours of vocational training in one of eight different programs. Instructors' ratings of their learnings indicated a marked improvement. An increase in reading levels resulted from the application of remedial training conducted on an individual basis and at a work setting as opposed to an academic setting. Work experiences provided youth with income to help keep them in school and job experiences, which will help prepare them for future employment. (The complex management system of the project is described, along with recommendations for improvements. Data tables are appended.) (Author/CT)

ED 167 982 CS 004 724

Whisler, Nancy G.

Constructing and Using Take Home Stories in the Basic Reading Program.

Pub Date-Nov 78

Note-13p.; Paper presented at the Annual Meeting of the California Reading Association (12th, San Francisco, California, November 9-11, 1978); Some figures may not reproduce due to small type

Pub Type- Speeches/Meeting Papers (150) - Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Basic Reading, *Beginning Reading, Elementary Education, *Home Study, *Instructional Materials, *Reading Instruction, *Supplementary Reading Materials, Teaching Techniques

Using Take Home Stories is one method of providing success-oriented independent reading materials to reinforce basic vocabulary from any reading program. Most easy-to-read trade books have too many words that are not in the beginning reader's reading vocabulary. Take Home Stories can be written to be used after completion of an entire basal reader, after a unit within a reader, or after specific stories or lessons. Two criteria need to be employed when writing Take Home Stories: only the vocabulary that students have been taught may be used and all of the new vocabulary for a particular lesson should be included. Because they are inexpensive, consumable, and contain the exact reading vocabulary learned in the basal program, the stories are an ideal tool for parents to use in helping children at home. A variety of activities can be used with the stories including word recognition and meaning, word analysis, recalling details, locating answers, visual memory, sequence of events, drawing conclusions, finding the main idea, and using context clues. (TJ)

ED 168 027 CS 204 730

Fishleder, Paul
Eyeing New York's Newspaper Strike.
Freedom of Information Center, Columbia, Mo.
Report No.-FOI-400

Pub Date-Feb 79
Note-7p.; Footnotes may be marginally legible due to small print
Pub Type- Historical Materials (060) - Reports - General (140)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Arbitration, *Collective Bargaining, *Labor Demands, Labor Problems, Labor Unions, *News Media, *Newspapers, Printing, *Publishing Industry, *Strikes

The New York newspaper strike of 1978 was the direct result of a series of events that started in 1923 when the pressmen's union established a system that provided a minimum fixed number of pressmen per press unit and legitimized a loose labor pool. From that time, the number of pressmen increased through family-dominated union management that loaded the presses with relatives and through union contracts that prevented publishers from changing labor practices and from establishing cost-efficient automated printing processes. Under the sponsorship of the Publishers Association, the three major New York papers, after instituting cutbacks in the pressroom labor force, went into a strike as a united front during the summer of 1978. In October, Rupert Murdock, owner of the New York Post,'' who had used the strike for his own financial advancement, pulled his paper out of the strike and put together a separate settlement with the pressmen. With Murdock out of the negotiations, bargaining began in earnest. The November settlement assured that all pressmen would retain their jobs for the six-year life of the contract; however, the pressroom rolls will be reduced through the normal process of attrition and by substantial retirement initiatives provided by the publishers. (MAI)

ED 168 158 EA 011 432

Scheduled Salaries for Professional Personnel in Public Schools, 1978-79. Part 1 of National Survey of Salaries and Wages in Public Schools. ERS Report.

Educational Research Service, Arlington, Va.

Pub Date-79

Note-123p.; For related documents, see EA 011 433-434, ED 135 109, and ED 149 459

Available from-Educational Research Service, Inc., 1800 North Kent Street, Arlington, Virginia 22209 ($18.00; three-volume set of Part 1, Part 2, and Part 3, $50.00)

Pub Type- Numerical/Quantitative Data (110)

Document Not Available from EDRS.

Descriptors-Administrative Personnel, Educational Finance, Elementary Secondary Education, *National Surveys, *Professional Personnel, Public School Systems, *Salaries, School District Spending, *School Surveys, Statistical Data, Tables (Data), *Teacher Salaries

This publication, part 1 of a three-part report, is based on a survey conducted in fall 1978 that collected data on salaries scheduled and salaries paid for 23 select professional positions and 10 select support positions in public school systems throughout the United States. The questionnaire was mailed to 1,877 of the approximately 11,502 public school systems enrolling 300 or more pupils. All the systems enrolling 10,000 or more pupils were sent questionnaires. The total sampled group accounts for approximately 99 percent of all those employed in the public schools of the nation. A total of 1,100 of the school systems responded to the survey. This volume gives the salaries scheduled by school systems in 1978-79 for superintendents, deputy or associate superintendents, assistant superintendents, certain other central-office administrators, and for principals, assistant principals, classroom teachers, counselors, and other select professional personnel. For the first time this year, information is included on the number of school systems with salary schedules for professional position categories surveyed. Summary tabulations bring together data for analysis by enrollment strata, by categories of per-pupil-expenditure for current operations, and by geographic region of school systems. The school systems included in the system-by-system listing are arranged in alphabetical order by state without regard to enrollment size. (Author/LD)

ED 167 700 CE 017 552

Hamilton, James B. And Others
Performance-Based Professional Education Curricula. Final Report. Volume II. Research Report. Research and Development Series No. 140.
Ohio State Univ., Columbus. National Center for Research in Vocational Education.
Spons Agency-National Inst. of Education (DHEW), Washington, D.C.
Pub Date-77
Contract-NE-C-00-3-0077
Note-218p.; Not available in hard copy because of small print throughout document. For related documents see CE 017 552-553
Pub Type- Reports - Descriptive (141) - Reports - Evaluative (142) - Collected Works - Serials (022)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-Curriculum Development, Effective Teaching, Feedback, Inservice Teacher Education, Instructor Coordinators, *Learning Modules, Measurement Instruments, *Performance Based Education, *Program Effectiveness, Resource Staff Role, *Resource Teachers, Self Evaluation, Skill Development, Teacher Characteristics, Teacher Evaluation, Teaching Skills, Test Interpretation, Test Results, Test Validity, *Vocational Education Teachers

This report presents the design, procedures, and findings of the advanced testing of 100 modules in a set of performance-based vocational teacher education curricular materials. (The modules are based on 384 secondary/postsecondary level performance elements, including program, instructional, and other elements.) In the first of five sections the study purpose of providing user feedback for refining materials and information for developing specified competencies is identified. Instrumentation (teacher performance assessment form, pre-treatment performance estimate, and teacher trainee and resource person feedback booklets) is described. Test site and module selection are discussed, and section 2 reviews site coordinator training procedures. The third section provides module-by-module and across-module analyses. Findings reported in section 4 include the following: (1) teacher trainee pre- and post-performance self-estimates increased for all modules; all modules were rated effective; (2) resource persons rated teacher trainees above ``good'' on tested modules; and (3) 75% of resource persons felt learning activities were helpful. Also examined are teacher trainee and resource person characteristics and feedback. The final section sets forth conclusions and recommendations. Appendixes contain instrumentation forms, evaluation, study, and results. (Volume 1, which documents the curricula development processes, and volume 3, the module development handbook, are available separately see note.) (CSS)

ED 167 717 CE 018 617

Hinrichs, Roy S., Comp.
A Curriculum Guide for the Multifield Laboratory. Industrial Arts Series, Publication Number 10,013.
Mississippi Research and Curriculum Unit for Vocational and Technical Education, State College.
Spons Agency-Mississippi State Dept. of Education, Jackson. Div. of Vocational and Technical Education.
Pub Date-78
Note-128p.; Not available in hard copy due to reproducibility problems
Pub Type- Guides - Classroom - Teacher (052) - Collected Works - Serials (022)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-Behavioral Objectives, Drafting, Electricity, *Industrial Education, Junior High Schools, Learning Activities, Metals, Plastics, Power Mechanics, *Program Planning, *School Shops, *Task Analysis
Identifiers-Home Repair, *Multifield Laboratory

Developed for the industrial arts multifield laboratory program (junior high level), this curriculum guide provides the industrial arts teacher with a plan of organization for a one-year program of instruction based on seven units of instructional activities: metals, woods, plastics, drafting, electricity, power, and home repairs. Each unit lists the student behavior objectives and a schedule for instruction. This instructional schedule includes the content for each unit, presented in the form of task descriptions (manipulative, informational, and attitudinal), suggested instructor and student activities, and suggested resource materials (books and films which may not be available in each local situation). The appendix contains four organization patterns (each including instructional area, sequence, and duration) for the multifield laboratory. (JH)

ED 167 769 CE 020 108

Affirmative Action/Vocational Rehabilitation and Employment of the Handicapped: What's In It for Me?'' Resource Guide for Employers.

Russell (Harold) and Associates, Inc., Waltham, Mass.
Spons Agency-Rehabilitation Services Administration (DHEW), Washington, D.C.
Pub Date-78
Contract-105-76-4110
Note-27p.; Information in Appendix C may not reproduce well due to small print
Available from-Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (Stock Number 017-000-00213-9)
Pub Type- Guides - General (050) - Reports - Descriptive (141)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*Affirmative Action, Employer Employee Relationship, *Employers, Employment Interviews, *Equal Opportunities (Jobs), *Handicapped, Job Applicants, Job Skills, State Agencies, Taxes, *Vocational Rehabilitation
Identifiers-*State Vocational Rehabilitation Agencies

Information for employers concerning the Affirmative Action Program and the hiring of handicapped workers is presented in this resource guide. The guide is designed in the style of a listing of helpful hints and in question-and-answer form. Topics discussed include finding qualified handicapped workers, enlisting the aid of present employees, interviewing methods, accessibility of buildings to the handicapped, ways to utilize handicapped workers, worksite modifications, and transferring or firing a handicapped worker. The question-and-answer section is based on issues raised by corporate Equal Employment Opportunity officials. The appendexes include tax considerations in employment of the handicapped, tax credit for employers of handicapped workers, and addresses of vocational rehabilitation agencies. (CT)

ED 167 863 CG 013 258

Garskof, Bert

The Repressive Content of the Formal Constituents of Classroom Practice.

Pub Date- 78
Note-42p.
Pub Type- Information Analysis (070)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*Educational Philosophy, Grading, *Higher Education, *Socialization, *Sociocultural Patterns, *Student Alienation, *Teaching Methods, Testing

Both the forms and the content of current classroom practice fit into a generally repressive socialization pattern for students. The formal constituents of typical classroom practice in American higher education include grades, tests, grade distribution, syllabi and schedules, all of which contribute to a generally repressive socialization pattern which is nonetheless necessary to maintain the present society. Grades represent an extrinsic motivation to conform to the educational system, and result in the distortion or denial of students' intrinsic desire to learn and grow. The current American educational process is part of a socialization process which denies human needs because of the nature of the society to which students are being asked to conform. Any attempt to change the classroom must change both form and content, and must begin with the recognition that professional educators do not know all the answers. (Author/BP)

ED 167 887 CG 013 284

Lutkus, Anthony D.
Using PEERRATE: A Computerized System of Student Term Paper Grading.
Pub Date-30 Aug 78
Note-22p.; Paper presented at the Annual Convention of the American Psychological Association (86th, Toronto, Ontario, Canada, August, 1978); Best copy available
Pub Type- Speeches/Meeting Papers (150) - Reports - Descriptive (141)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-College Students, *Computer Oriented Programs, *Evaluation Criteria, *Evaluation Methods, *Grade Equivalent Scores, Higher Education, *Peer Evaluation, *Performance Criteria, Rating Scales, Scoring Formulas, Writing
Identifiers-*PEERRATE

The use of a computerized system is described in which students rate each other's term papers via the computer program PEERRATE, which creates a matrix of intervals between ratings received and calculates final ratings incorporating a mean and standard deviation selected by the instructor for the class. As described, the program includes: (1) compensation for the tendency of students to give high or low grades to everyone; (2) computation of a norm-adjusted score for performance by each student on each assignment; and (3) analysis of both the quality of the ratings by raters for that assignment and the consistency of each student as a rater. (Author)

ED 167 912 CG 013 317

Forcible Rape: The Criminal Justice System Response.
Battelle Memorial Inst., Seattle, Wash. Law and Justice Study Center.
Spons Agency-National Inst. of Law Enforcement and Criminal Justice (Dept. of Justice/LEAA), Washington, D.C.
Grant-75-NI-99-0015
Note-10p.; For related documents, see CG 012 868-869
Pub Type- Reference Materials - Bibliographies (131)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Crime, Females, *Law Enforcement, Legal Education, *Police Action, *Rape, *Violence
Identifiers-*Victims

This annotated bibliography contains 11 documents that describe, analyze and recommend procedures for investigating and prosecuting rape cases. The documents are grouped according to intended audience; there are four volumes for police, three for prosecutors, and one for victims. Also listed are a book analyzing legal issues; a literature review and annotated bibliography of 152 readily available documents; and a final project report. These documents resulted from a research project involving data collected from police and prosecutors, rape programs, rape victims, offenders, and criminal justice professionals. Information is included for borrowing or purchasing the documents (in paper copies or microfiche) from the Government Printing Office. (Author/BP)

ED 167 936 CG 013 370

Figley, Charles R. Francis, Barbara R.

Student Perspectives: A Resource Guide for Graduate Programs in Family Studies.

Spons Agency-National Council on Family Relations, Minneapolis, Minn.
Pub Date-76
Note-93p.; Parts of appendix may be marginally legible
Available from-National Council on Family Relations, 1219 University Ave. Southeast, Minneapolis, MN 55414 ($4.00)
Pub Type- Reference Materials - Directories/Catalogs (132)
EDRS Price - MF01/PC04 Plus Postage.
Descriptors-*College Programs, College Students, *Educational Counseling, *Family Life Education, Graduate Study, Higher Education, Program Evaluation, *Student Opinion

This resource guide supplements catalog information on graduate programs in Family Studies. It also aids students in formulating their own program evaluation criteria. The guide summarizes the prospects for university Family Studies departments. Program descriptions cover four points: size and resources; admissions and requirements; theoretical and professional orientation; and faculty names and professional interests. Student survey results for each of the 51 American and Canadian programs are tabulated. This guide indicates how to obtain further information directly from each school. (LJS)

ED 167 958 CS 004 678

Mazurkiewicz, Albert J. Kleederman, Frances
The Constraints of Orthography on Reading Miscues.
Spons Agency-Initial Teaching Alphabet Foundation, Hempstead, N.Y.; Kean Coll. of New Jersey, Union.
Pub Date-Oct 78
Note-17p.; Paper presented at the Annual Meeting of the College Reading Association (22nd, Washington, D.C., October 10-21, 1978; Best copy available
Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Cognitive Processes, Elementary Education, *Initial Teaching Alphabet, *Miscue Analysis, *Orthographic Symbols, *Reading Research

A study of the constraints on word recognition errors (miscues) readers make when reading a passage printed conventionally and one printed in a regularized orthography such as the initial teaching alphabet (i.t.a.) was undertaken with 50 second-grade students divided equally between children taught according to the orthographies being studied. The passage was deliberately created to set up wrong predictions and to cause readers to consciously confirm these predictions before they continued reading. The students read the selection aloud, and miscues were recorded including pauses, insertions, omissions, substitutions, repetitions, self-corrections, and mispronunciations. The students were asked questions related to comprehension after they finished reading. It was found that the i.t.a. sample had significantly fewer miscues thought to be produced by content and syntax than the conventional alphabet sample. Comprehension was also significantly higher among i.t.a. students. (TJ)

ED 168 072 CS 502 384

Lashbrook, Velma J. And Others
The Effects of Social Style on Perceived Conflict and Success in Debate.
Pub Date-Nov 78
Note-20p.; Paper presented at the Annual Meeting of the Speech Communication Association (64th, Minneapolis, Minnesota, November 2-5, 1978)
Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Assertiveness, Competition, *Conflict, *Debate, Higher Education, *Individual Characteristics, *Interpersonal Competence, Predictor Variables, Social Relations, *Success Factors, Verbal Communication
Identifiers-*Social Style

A study was designed to examine debater characteristics in terms of perceived social style (assertiveness and responsiveness) and to explore the effects of debater social style in terms of perceived substantive and interpersonal conflict and debate success. Measures of perceived assertiveness, responsiveness, social style, and conflict were obtained for 96 college debaters participating in 158 cross-examination type debates. The findings revealed the following: it is possible to classify debaters by social style based on data provided by other debaters, not all debaters have the same social style, individuals who are more assertive receive higher speaker points than those who are less assertive, social style has limited ability to predict the degree of substantive conflict, and highly responsive individuals engage in less interpersonal conflict than do less responsive persons. (FL)

ED 168 116 EA 011 378

Nagle, John M. Walker, Harold E.

A Supplement to the Component Four Implementation Booklet. Broad Goal Definition in Emerald School District. SPECS: School Planning, Evaluation, and Communication System.

Oregon Univ., Eugene. Center for Educational Policy and Management.

Spons Agency-National Inst. of Education (DHEW), Washington, D.C.

Pub Date-75

Note-81p.; For related documents, see EA 011 372-379; Not available in paper copy due to small print of original document

Available from-CEPM Publications, Center for Educational Policy and Management, College of Education, University of Oregon, Eugene, Oregon 97403 ($2.50)

Pub Type- Reports - Descriptive (141) - Guides - Non-Classroom (055)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-*Community Attitudes, *Community Involvement, *Educational Objectives, Elementary Secondary Education, Needs Assessment, *Program Development, Program Planning, School Districts, Surveys

Identifiers-*School Planning Evaluation Communication System

The School Planning, Evaluation, and Communication System (SPECS) is an overall design for districtwide program assessment and development. It is both a way of interrelating planning and evaluation of individual programs and a way of comparing the outcomes of all district programs with the district's community-defined educational goals. This companion booklet to the Component Four implementation booklet describes in detail how personnel in a particular school district successfully developed and implemented a strategy for involving representatives of their community in identifying broad educational expectations, including the processes used to plan the strategy, the activities carried out during implementation, and the resulting product. Strategy planning included three preliminary planning sessions, identification and organization of a steering committee, and development of a detailed goal definition strategy. Implementation activities included meetings of a community advisory committee, administration of an opinion poll, and use of response forms. The resulting product of these activities is the completed hierarchy of community-defined educational goals reproduced here. Based on actual experiences in South Lane School District (Oregon), the strategy is presented here to illustrate one of many possible approaches to implementing Component Four. (Author/JM)

ED 168 136 EA 011 408

Meyer, Herbert H.

The Pay-for-Performance Dilemma.

Pub Date-75
Note-12p.
Available from-AMACOM, Div. of American Management Associations, 135 West 50th Street, New York, New York 10020 ($6.00 for journal)
Journal Cit-Organizational Dynamics; v3 n3 p39-50 Win 1975
Pub Type- Guides - General (050) - Journal Articles (080)

Document Not Available from EDRS.

Descriptors-Achievement, Competition, Employer Employee Relationship, *Incentive Systems, *Merit Pay, *Motivation, Organizational Theories, Organizations (Groups), *Personnel Evaluation, Rewards, Self Esteem, *Task Performance, *Work Attitudes

The basis for most problems with merit pay plans is that the great majority of employees believe their own job performance is above average. Even a well-administered merit pay plan cannot give positive feedback to this majority. The likely consequence is that the employee's self-esteem is threatened. Often one copes with such a threat by demeaning the importance of the job or by derogating the source that is, disparaging the boss or management in general. Merit pay forces employees to compete for rewards, thus increasing hostility and decreasing communication between employees. In addition, merit pay emphasizes the direct relationship between job performance and dollar rewards, thereby detracting from intrinsic motivation in the work itself. A system that would switch the emphasis to rewards for self-development and opportunities for greater responsiblity appears to serve both individual and organizational goals in a more effective manner. (Author/JM)

ED 168 179 EA 011 457

Educational Finance and the New York State Real Property Tax: The Inescapable Relationship.

New York State Div. of the Budget, Albany. Education Study Unit.
Pub Date-May 76
Note-49p.; Not available in hard copy due to marginal legibility of original document
Pub Type- Reports - Research (143) - Numerical/Quantitative Data (110) ()

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-*Assessed Valuation, Elementary Secondary Education, Finance Reform, *Property Appraisal, *Property Taxes, *School Support, *School Taxes
Identifiers-Inequities, *New York

The property tax is the single most important revenue source for local governments and school districts in New York State. Its positive attributes are its stability, simplicity, efficiency, predictability, and its contribution to local government. Yet gross inequities are associated with assessment administration of property tax. An analysis of a 1973 equalization survey shows that only 6.8 percent of municipalities fall within plus-or-minus 20 percent accuracy of assessment. Without drastic reform of assessment administration, meaningful reform of the state-local system of educational finance will be difficult. Although there are alternatives to the full value standard of taxation, great problems stem from using these standards. No matter what standard is used, proper apportionment of property tax burdens is impossible without first determining full value of property. If a full value standard were implemented, the residential class would experience the greatest tax levy increase, although only 23.7 percent of all municipalities would be affected, and most of the dollar shifting would result from correction of intraclass inequity. If no changes are made, cases challenging improper overassessment will force school districts to pay refunds of improperly collected tax money. Thus an inescapable relationship between educational finance and New York real property tax administration exists. (Author/JM)

Miller, Brian P. And Others
Competency-Based Community Education Administration. Volume I: The Research Report.
Arizona State Univ., Tempe. Southwest Regional Center for Community Education Development.
Spons Agency-Office of Education (DHEW), Washington, D.C.
Pub Date-79
Grant-G007701957
Note-58p.; For related documents, see EA 011 489-490; Not available in paper copy due to color of printing in original document
Pub Type- Reports - Descriptive (141) - Information Analysis (070) - Numerical/Quantitative Data (110) ()
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-*Administrative Personnel, Administrator Attitudes, Administrator Evaluation, *Administrator Role, *Community Education, *Educational Research, Models, *Performance Based Education, Principals, School Superintendents, *Skill Analysis, *Task Performance
Identifiers-Quadrant Assessment Model

A need for research and development in community education competencies was the impetus of this study. Community educators identified and field tested competencies determined to be essential in four community education roles: superintendent, district coordinator, principal, and building level director. Results showed that participants in this two-year, two-phase study developed professionally. Participants also (1) experienced a high degree of gratification from clarifying their real and comparing their ideal role descriptions; (2) clarified the importance of competencies described for each role; (3) evaluated and compared their competency with a group ideal; (4) began to clarify their own roles in community education; (5) developed a better understanding of community education; (6) developed confidence in the data and its use in school settings; and (7) were able to diagnose personal areas of weakness in a nonthreatening environment. Recommendations included repeating this work in community education circles around the country, developing correlates between training and on-the-job performance, and developing accurate and imaginative indicators of competence. (Author/LD)

Energy Conservation Technology Education Program. Final Report.

League of Women Voters of the U.S., Washington, D.C.
Spons Agency-Office of the Assistant Secretary for Conservation and Solar Applications (DOE), Washington, D.C. Div. of Buildings and Community Systems.
Report No.-HCP/M2165
Pub Date-Jan 79
Contract-EC-77-C-01-2165
Note-103p.; Parts of appendix may be marginally legible
Available from-National Technical Information Service (NTIS), U.S. Department of Commerce, 5285 Port Royal Road, Springfield, Virginia 22161 ($6.50, hard copy; $3.00, microfiche); Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (Stock Number 061-000-00239-1)
Pub Type- Reports - Descriptive (141)
EDRS Price - MF01/PC05 Plus Postage.
Descriptors-*Community Education, Community Programs, Conservation Education, *Energy Conservation, *Outreach Programs, Program Effectiveness, Public Opinion

Outreach programs were conducted in four communities over a period of nine months. Focus was on disseminating information to the public on how to use energy more efficiently in the home. The basic format for disseminating information involved the following activities: public meetings to provide general information on home energy consumption and available energy-conserving techniques, how-to clinics to demonstrate energy-efficient techniques, and clearinghouse services to offer follow-up to the meetings and clinics. An assessment of the programs indicated that the pilot projects were successful in developing and increasing citizen awareness of the importance of home energy conservation. Based on personal contact with community residents and participant surveys, several generalizations were made regarding public attitudes, including the following: (1) a majority of participants felt that an energy shortage exists in this country, (2) most people were convinced that there is a need for energy conservation, and (3) people felt that they could make an impact on reducing energy consumption as individuals but seemed willing only to undertake easy-to-do conservation methods. (This report includes summaries of the four pilot projects. Participant survey results and survey questionnaire forms are appended.) (EM)

ED 167 823 CE 020 347

Mesa Unified School District Career Education Accountability Model. Final Project Performance Report. Volume 2 of 2.

Mesa Unified School District, Ariz. Dept. of Planning and Special Projects.
Spons Agency-Office of Career Education (DHEW/OE), Washington, D.C.
Pub Date-30 Nov 78
Contract-G0077C0126
Note-197p.; Some pages in the beginning sections of this document may not reproduce well due to being printed on colored paper; For related documents see CE 020 346, ED 132 284, and ED 138 786
Pub Type- Tests/Questionnaires (160)
EDRS Price - MF01/PC08 Plus Postage.
Descriptors-*Career Education, *Educational Accountability, *Educational Assessment, *Educational Objectives, Elementary Secondary Education, *Measurement Instruments
Identifiers-Education Amendments 1974, *Model Accountability System

This document contains the assessment materials developed for the Model Accountability System (MAS), a career education project conducted by the Mesa (Arizona) Unified School District. Primarily, the MAS was designed to identify terminal career education behaviors according to several themes, specify assessment items for each objective, and provide a monitoring system and mastery profile for the individual student, class, school, grade, and district (K-12). (See CE 020 346 for a detailed description of the project activities and results.) Included in this document are the following materials: (1) scripts to assessment instruments for grades K-2 and 3-12; (2) teacher's copies of the inventories for grades K-3; student's copies of the inventories for grades K-12; and (4) keys to all inventories (K-12). (BM)

ED 168 005 CS 204 658

Baile, Susan
The Adult Life Cycle: Exploration and Implications.
Pub Date-Nov 78
Note-16p.; Paper presented at the Annual Meeting of the National Council of Teachers of English (68th, Kansas City, Missouri, November 23-25, 1978)
Pub Type- Speeches/Meeting Papers (150) - Information Analysis (070)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Adolescence, *Adult Characteristics, *Human Development, Human Living, *Individual Development, Individual Psychology, Life Style, Older Adults, *Self Actualization, Young Adults
Identifiers-Erikson (Erik H), Sheehy (Gail)

Most of the frameworks that have been constructed to mark off the changes in the cycle of adulthood are characterized by a particular focus such as developmental ages, the role of age and timing, or ego development. The theory of Erik Erikson, based upon his clinical observations, represents these crucial turning points in human development: ages 15-22, identity and role confusion; ages 18-28, intimacy versus isolation; ages 25-45, generativity versus stagnation; and ages 45 and over, ego integrity versus despair (maturity). Among the recent theorists with different developmental frameworks of adult life cycles, Gail Sheehy labels the periods of change as pulling up roots (18-22), the trying twenties, catch 30 (28-32), rooting (32-39), deadline decade (35-45), renewal or resignation (midforties). Sheehy and others who parallel her structure contend that each of these stages must be encountered sequentially. When various frameworks are overlapped, the following six stages are revealed: leaving the family (16-22), reaching out (23-28), questions, questions (29-34), midlife explosion (35-43), settling down (44-50), and the mellowing (50 plus). Consideration of the life cycle reveals general characteristics of adult life; points to the inevitability of change; discounts cultural, sex, social class, and historical differences; and facilitates coping in times of stress. (MAI)

ED 168 050   CS 204 755

Johnson, J. David Tims, Albert R.

Magazine Evaluations and Levels of Readership: A Cross-Cultural Analysis.

Pub Date-Aug 78

Note-17p.; Paper presented at the Annual Meeting of the Association for Education in Journalism (61st, Seattle, Washington, August 13-16, 1978)

Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Attitudes, Cross Cultural Studies, Developing Nations, Foreign Countries, *Journalism, *Periodicals, *Reading Habits, Use Studies

Identifiers-*Reader Response

Data from four separate studies in three developing nations that received magazines published by the International Communication Agency (formerly the United States Information Agency) were used to discover how important image is as a determinant of readership and to identify the relative importance of each image attribute. Respondents in each of the samples were administered the same set of 11 bipolar adjective scales. Evaluations of the first magazine, Horizons,'' were gathered in Venezuela and in the Philippines, which allowed for the assessment of cross-cultural patterns in the evaluations. Evaluations of the second and third magazines, Topic'' and Interlink,'' were obtained from two matched samples in Nigeria, allowing cross-magazine comparisons within a single country. A discriminant analysis using the 11 evaluation scales as the discriminating variables was carried out for each of the four data sets to identify the linear combination of the evaluation scales that would maximally discriminate between regular and occasional readers. A large number of attributes did not discriminate between regular and occasional readers in any of the studies. Only three attributes impartiality, accuracy, and visual attractiveness were present in at least three of the four derived functions. Although statistically significant, these functions were able to improve prediction of readership only 14% to 17% above chance in a classification analysis. (Author/FL)

ED 168 095 CS 502 450

Neher, William W.

The Role of the University Faculty Parliamentarian.

Pub Date-Nov 78
Note-12p.; Paper presented at the Annual Meeting of the Speech Communication Association (64th, Minneapolis, Minnesota, November 2-5, 1978)
Pub Type- Speeches/Meeting Papers (150) - Guides - Non-Classroom (055)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*College Faculty, *College Governing Councils, *Communication (Thought Transfer), *Governance, Higher Education, Legal Problems, Meetings, *Parliamentary Procedures
Identifiers-*Parliamentarians

The faculty parliamentarian is becoming more important as concern for proper procedure and due process is growing on college campuses. The role of the parliamentarian is entirely advisory. This person should work closely with the presiding officer, be available to members and committees for consulting, and give opinions only when called upon or to correct serious errors in the proceedings. Typical problems facing parliamentarians are: maintaining objectivity while being full members of the assembly they advise, lack of knowledge of the rules of order on the part of members and presiding officers, their overreliance on the parliamentarian, and the directing of nonparliamentary questions to the parliamentarian. Problems can be overcome by providing the parliamentarian with all necessary documents pertaining to the assembly's business, through consultation between the presiding officer and the parliamentarian before a meeting, by providing consultation to committees and members in preparing reports or motions, and by being prepared to play an educative role for members and officers. (TJ)

ED 168 221 EA 011 524

Duncan, Robert B. And Others
An Assessment of a Structural Task Approach to Organizational Development in a School System. Final Report.
National Inst. of Education (DHEW), Washington, D.C.
Pub Date-Jul 77
Grant-NE-G-00-3-0172
Note-657p.; Not available in paper copy due to marginal legibility of original document
Pub Type- Reports - Evaluative (142) - Reports - Descriptive (141) - Numerical/Quantitative Data (110) ()
EDRS Price - MF03 Plus Postage. PC Not Available from EDRS.
Descriptors-Administrative Personnel, *Adoption (Ideas), *Analysis of Variance, Change Agents, Change Strategies, *Decision Making, *Educational Change, Educational Innovation, Elementary Education, Formative Evaluation, Inservice Programs, Inservice Teacher Education, Organization, *Organizational Development, Principals, *Problem Solving, Program Evaluation, Questionnaires, School Superintendents, *Summative Evaluation

This report presents an account and evaluation of a two-year survey-feedback problem-solving organization development (OD) project in a small city's school district. The project combined the survey-feedback technology with structural alterations in the school district and the training of internal change agents. Both planned and unplanned events have been reported. Chapter 1 presents the theoretical justification for the particular intervention. The field settings and the entry processes are described in chapter 2. Chapter 3 presents the model and design for both the summative and formative evaluations and describes all forms of data collection and the specific instruments that were used. Chapter 4 compares the groups of participating elementary schools with the nonparticipating. Chapter 5 describes the program implementation during the first year. Chapter 6 provides three kinds of summative evaluation. Chapters 7 and 8 provide a formative evaluation consisting of systematic case studies and evaluation of process data. Chapter 9 provides a summary assessment of the project viewed in terms of a framework for decision-making and evaluation. The final chapter discusses this approach to OD and to school improvement in the context of other possible strategies and programs for change. (Author/IRT)

ED 168 242 EC 113 867

Bricker, Diane Wahlin, Linda
Personnel Preparation for Teachers of the Young Severely/Profoundly Handicapped Child.
Mailman Center for Child Development, Miami, Fla.
Spons Agency-Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C. Div. of Personnel Preparation.
Pub Date-77
Note-109p.; Some print is marginal and may not reproduce well in hard copy
Pub Type- Reports - Descriptive (141)
EDRS Price - MF01/PC05 Plus Postage.
Descriptors-Course Descriptions, Higher Education, Inservice Teacher Education, *Material Development, *Program Development, *Severely Handicapped, *Teacher Education, Teaching Skills

The document reports on a training program to equip a variety of educational personnel to deal effectively with a population of severely/profoundly handicapped young children. Section I describes the program in terms of the problem, the need, and goals and objectives (which include the development of training materials which enhance the effectiveness of personnel preparation programs for the severely/profoundly handicapped). Section II, which makes up the bulk of the document, relates the rationale, methodology, and procedures for carrying out the three program components: preservice training leading to a Master's or Specialist in Education degree; inservice training for personnel working in community settings, and development of training materials. Proposals for evaluation of the program are outlined. (SBH)

ED 168 267 EC 114 085

Fraser, Robert T. And Others
Specialized Vocational Services for the Individual with Epilepsy.
Washington Univ., Seattle. School of Medicine.
Spons Agency-National Inst. of Neurological and Communicative Disorders
and Stroke (NIH), Bethesda, Md.
Pub Date-Aug 78
Contract-N01-NS-6-2341
Note-35p.; Paper presented at the Annual Convention of the American
Psychological Association (86th, Toronto, Canada, August 29, 1978)
Pub Type- Speeches/Meeting Papers (150) - Reports - Descriptive (141)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*Epilepsy, Interpersonal Competence, Job Skills,
Neurologically Handicapped, On the Job Training, *Rehabilitation
Programs, *Seizures, Special Health Problems, *Vocational Education,
Vocational Followup, *Vocational Rehabilitation

A specialized vocational program served 108 epileptic individuals who participated in the program during the first 18 months of its operation. The following are some of the aspects of the program: utilization of the neuropsychological data in rehabilitation planning, brief work adjustment, a job station program, training in job seeking skills, social skills training, on-the-job training, a job finding club, placement services, and followup programs. Among conclusions are that seizures do not appear to be the major barrier to employment maintenance, rather it is epilepsy associated'' problems (psychosocial difficulties and performance problems) which cause loss of employment; and the need to establish satellite vocational units to more effectively reach and work with epileptics. (PHR)

ED 167 735 CE 019 283

LaGuardia Community College: A Model for a Comprehensive Career Educational Approach to Higher Learning. Evaluation Report. (Volume III of Final Report).

La Guardia Community Coll., Long Island City, N.Y.

Spons Agency-Office of Career Education (DHEW/OE), Washington, D.C.

Pub Date-Sep 77

Contract-300-76-0329

Note-82p.; Not available in hard copy due to light print; For related documents see CE 019 282, ED 132 284, and ED 138 786

Pub Type- Reports - Evaluative (142)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-*Career Education, Career Exploration, Community Colleges, *Cooperative Education, Demography, Employer Attitudes, *Fused Curriculum, Internship Programs, Leisure Time, *Participant Satisfaction, Postsecondary Education, *Program Effectiveness, Program Evaluation, *Resource Centers, Simulation, Vocational Counseling

Identifiers-Educational Amendments 1974

LaGuardia Community College (New York), with support from a contract with the U.S. Office of Career Education, has developed and assessed a career education model for two-year colleges. From July 1, 1976, through September 30, 1977, LaGuardia designed, or refined, and pilot-tested career educational components that included a career resource center, work experiences, career education infusion into curricula, career simulation activities, and career advisement. Following are some of the findings based on the evaluation surveys: (1) student ratings of the career resource center, career advisement, and career simulation were consistently positive; (2) students enrolled in a redesigned Data Processing Introductory course and work experience sequence viewed the infusion attempt as a successful one, however time limitations imposed on the career education-infused Philosophy course made that experience less positive in the students' ratings; (3) the work internship program was positively judged by both interns and employers; and (4) the effective reality test in the workplace of the classroom-taught skills and concepts was seen as a prime outcome of LaGuardia's career education program. Twelve recommendations concerning implementation of career education were also presented, based on the pilot-test data. (A companion document, CE 019 282 contains a detailed description of the project objectives and activities.) (BM)

ED 167 983 CS 004 726

Reading Instruction in Virginia's Schools.

Virginia State Dept. of Education, Richmond. Div. of Elementary Education.

Pub Date-Sep 76

Note-18p.; Report of the Right to Read Reading Assessment Survey

Pub Type- Reports - Research (143) - Tests/Questionnaires 160)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Adult Basic Education, Community Involvement, Elementary Secondary Education, *Needs Assessment, Program Evaluation, *Reading Instruction, *Reading Programs, *Reading Research, *Teacher Attitudes, Teaching Conditions, Teaching Quality, Teaching Skills

Identifiers-*Right to Read, *Virginia

Prepared as part of a comprehensive study of reading in Virginia, this report contains data gathered in a survey of elementary and secondary reading teachers and specialists and adult basic education teachers to determine teacher needs in that state. The report provides an analysis of the responses to the 72-item questionnaire used in the survey and a summary of the conclusions. Among the conclusions reported are that Virginia teachers believed that they were providing sound reading instruction, but that they were concerned about the lack of adequate planning time and assistance. (A copy of the questionnaire is included.) (FL)

ED 168 028 CS 204 731

Williams, Jeanette T.

Learning to Write, or Writing to Learn?'': A Critical Analysis and Evaluation of the Schools Council Project of Written Language of 11- to 18-year-olds and its development project, Writing Across the Curriculum.''

Pub Date-78

Note-64p.; Published by the NFER Publishing Company Ltd., England

Available from-Humanities Press, Inc., Atlantic Highlands, New Jersey 07716 ($5.25 paper)

Pub Type- Books (010) - Opinion Papers (120) - Reports - Evaluative (142)

Document Not Available from EDRS.

Descriptors-Action Research, *Composition (Literary), *Curriculum Development, *Curriculum Evaluation, *Curriculum Research, *Educational Theories, Elementary Secondary Education, English Instruction, Evaluation Methods, *Language Usage

Identifiers-*Writing Across The Curriculum Project (England)

The theory and research resulting from the Writing Research Unit of the Schools Council Project in England has received widespread attention. In response to that attention, and with the opinion that the ideas Writing across the Curriculum'' and Language across the Curriculum'' developed in the Project are fuzzy slogans not always fully understood, a critical analysis of the whole Writing across the Curriculum Project was undertaken. This analysis traces the Project's evolution, examines its design and development, compares its theories of language to other language theories, and considers the role of theory in curriculum research. In view of this analysis, the usefulness of the Project seems to lie outside its chosen field of operation the strictly defined bounds of theory and research. The Project's essential value appears to be that its position on language provides a powerful heuristic that teachers, especially English teachers, might use in the classroom and for purposes of action research. (RL)

ED 167 718 CE 018 618

Moorman, Jerry Wayne
Adults Need D.E. Too.
Pub Date-May 78
Note-39p.; Example forms may not reproduce well due to small print; Prepared at Mississippi State University, Mississippi State
Pub Type- Guides - Non-Classroom (055)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Administrator Guides *Adult Education, *Distributive Education, Educational Resources, Postsecondary Education, *Program Development, Program Evaluation, *Program Planning, Publicize, Records (Forms), State Standards, Teacher Qualifications
Identifiers-Mississippi

This handbook for the distributive education coordinator was designed to provide information on adult distributive education (D.E.) and to outline the necessary steps in establishing and conducting an adult program. It begins with an introduction which lists the intrinsic values of adult D.E. and the advantages that these programs offer to the student, school, businesses, and community. The remaining content discusses each of the following eight steps in setting up an adult D.C. program: (1) determining what to offer, (2) obtaining course outlines (includes a list of available outlines), (3) recruiting adult instructors (covers qualifications and certification), (4) preparing adult instructors, (5) promoting adult D.C. programs, (6) teaching adult D.E. programs, (7) filing state department forms (includes sample form), and (8) evaluating adult D.E. programs (includes sample evaluation form). The appendix contains a form for a statement of qualifications for vocational education teachers in Mississippi and Mississippi's policies and regulations for adult education. (EM)

ED 167 752 CE 019 757

Meyer, Herbert H. Lee, Mary Dean

Women in Traditionally Male Jobs: The Experiences of Ten Public Utility Companies. R & D Monograph 65.

Employment and Training Administration (DOL), Washington, D.C.
Pub Date-78
Grant-DL-21-12-75-18
Note-142p.
Available from-Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (Stock Number 029-000-00351-3); Inquiries Unit, Employment and Training Administration, U.S. Department of Labor, Room 10225 Patrick Henry Building, 601 D Street, N.W., Washington, D.C. 20213
Pub Type- Reports - Research (143)
EDRS Price - MF01/PC06 Plus Postage.
Descriptors-Administrative Personnel, *Affirmative Action, Blue Collar Occupations, Career Opportunities, *Changing Attitudes, Employee Attitudes, Employer Attitudes, Employer Employee Relationship, Employment Patterns, Employment Problems, *Equal Opportunities (Jobs), Family Attitudes, Family Relationship, Females, Males, Managerial Occupations, Occupational Surveys, Peer Relationship, *Program Effectiveness, Questionnaires, Semiskilled Workers, Sex Discrimination, Skilled Workers, Social Relations, *Utilities, Work Experience, *Working Women
Identifiers-*Nontraditional Occupations

A study explored the results of programs designed to move women into traditionally male jobs (both managerial and blue collar) in ten public utility companies. The focus of the study was on the experiences of 164 women in such jobs and on the attitudes of their supervisors, male peers, and subordinates toward the companies' attempts to overcome job discrimination based on sex. The study also explored the impact of the women's new job patterns on their relationships with peers, parents, husbands, male friends, and children. The findings indicated that the experiences of the ten companies were considerably more positive than negative. Most of the women were seen to be performing well in their new jobs, although those in blue collar positions encountered more difficulties in the form of inadequate prior training and harassment from male peers. There was also considerable evidence that negative attitudes and expectations on the part of male supervisors and peers were likely to change rapidly when the supervisors and peers had an opportunity to observe a woman performing effectively in a nontraditional job. Companies making the most progress in providing equal opportunities for women were those which planned the transition carefully, involved first-line supervisors in the planning, and provided central staff monitoring and guidance to managers attempting to meet Equal Employment Opportunity goals. (Interview outlines and data analysis procedures are appended and graphs, tables, and references are included.) (Author/LMS)

ED 167 806 CE 020 278

Hoyt, Kenneth B.
Exploring Division Boy Scouts of America, Girl Scouts of the U.S.A., and Career Education. Monographs on Career Education.
Office of Career Education (DHEW/OE), Washington, D.C.
Pub Date-Jun 78
Note-29p.; For related documents see ED 130 034, ED 131 281, ED 132 367, ED 132 428, ED 134 821, ED 134 905, ED 146 361, ED 162 158-160, CE 018 896-898, CE 020 110-111, and CE 020 278-283
Available from-Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402
Pub Type- Reports - Descriptive (141)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Career Awareness, *Career Education, *Career Exploration, *Community Involvement, National Organizations, *School Community Cooperation, Surveys, Vocational Interests, *Youth Clubs, Youth Programs
Identifiers-*Exploring Division of the Boy Scouts of America, *Girl Scouts of the USA

This document is one in a series of monographs aimed at providing a narrative summary of ideas and thoughts gathered from particular community segments represented in a series of mini-conferences held to discuss the concept of collaboration in career education. In this monograph, the career education activities of the Girl Scouts of the United States of America (GSUSA) and the Exploring Division of the Boy Scouts of America are discussed. First, the generic contributions of both organizations are discussed. Next, the specific contributions made by each organization are described. The specific efforts made by the GSUSA include a career awareness/career exploration program, "From Dreams to Reality," and career education-related activities of selected girl scout councils. The specific efforts made by the Exploring Program include a "Student Career Interest Survey," Explorer Post operations, and the Career Exploring Seminar Program. Suggestions for further collaborative efforts of these two organizations in career education are presented, based upon ideas expressed by participants in the mini-conferences. Appended are lists of mini-conference participants and of related issues and questions generated in the mini-conference. (The proceedings of each mini-conference are reported in detail in ERIC documents CE 020 110-111). (BM)

ED 167 864 CG 013 259

Parvin, RuthAnn
Rape: Perceptions of the Act, the Victim and the Perpetrator.
Pub Date- 77
Note-19p.; Not available in hard copy due to marginal legibility
Pub Type- Reports - Research (143)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-*Behavior Standards, Females, *Moral Issues, *Perception, *Rape, *Sexuality, *Social Attitudes, Womens Studies

Questionnaires containing one of nine stories about a sexual act between a man and woman, as well as bipolar judgment scales about the behavior and characteristics of the actors in the story, were given to 90 undergraduate college students. Low, moderate, and high levels of struggle on the part of the woman and of psychological coercion on the part of the man were varied in the stories. In addition to the judgment scales, questions were included asking each subject whether a rape had occurred and whether the man would be found guilty of rape in a court of law. Analysis of variance of the levels of struggle and coercion and of subject sex indicated very little effect of coercion, but consistent significance of the levels of struggle on all ratings. There was a high degree of relationship between ratings of the actors in the stories and judgments of rape. (Author)

ED 167 888 CG 013 285

Janoff-Bulman, Ronnie

Self-Blame in Rape Victims: A Control-Maintenance Strategy.

Pub Date-78

Note-16p.; Paper presented at the Annual Convention of the American Psychological Association (86th, Toronto, Ontario, Canada, August, 1978); Parts marginally legible due to print quality

Pub Type- Speeches/Meeting Papers (150) - Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Attribution Theory, *Behavior Patterns, Crime, Females, Individual Characteristics, *Locus of Control, *Rape, *Reactive Behavior, *Self Control, *Self Evaluation

Two types of self-blame were investigated: characterological self-blame, corresponding to the popular negative view of self-blame; and behavioral self-blame, representing a positive attempt to reestablish a belief in control. Results of a questionnaire completed by rape crisis centers located across the country attest to the pervasiveness of self-blame among rape victims, yet indicate that victims of rape are far more likely to engage in behavioral self-blame than characterological self-blame. (Author)

Griffin, Larry J. Alexander, Karl L.

Schooling and Socioeconomic Attainments: High School and College Influences. Report No. 248.

Johns Hopkins Univ., Baltimore, Md. Center for the Study of Social Organization of Schools.
Spons Agency-National Inst. of Education (DHEW), Washington, D.C.
Pub Date-Mar 78
Contract-NIE-G-78-0110
Note-59p.
Pub Type- Reports - Research (143)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-*Academic Achievement, Adjustment (to Environment), *Educational Experience, *Environmental Influences, Followup Studies, Higher Education, Secondary Education, Secondary School Students, *Self Concept, *Socioeconomic Influences, *Student Development

The socioeconomic consequences of qualitative variations in educational experiences are evaluated for a sample of young adult males (N 525) who were first surveyed in 1955 as high school sophomores and followed up in 1970. Models of institutional influence and of within-school processes are developed for both secondary and post-secondary education to integrate and refine the literature on school effects and returns to schooling. Rather large occupational status and earnings differentials are associated with gross school-to-school differences and with qualitative differences in educational experiences within institutions. Secondary school characteristics and experiences weigh particularly upon the market outcomes of youth who terminated formal schooling at high school graduation. The use of traditional quantitative indices of schooling (such as years of school completed or certification levels) in assessing the market consequences of investments in education needs to be supplemented by information on qualitative variations in educational experiences. Additionally, the likelihood that school experiences may have quite different implications for se ected target populations deserves further consideration. The simplistic assumption implicit in much of the school effects literature that institutional effects are homogeneous may actually mask quite important consequences for certain students. (Author)

ED 167 937 CG 013 372

Nieva, Veronica F. Gutek, Barbara A.
The Evaluation of Women's Performance.
Pub Date-16 Sep 77
Note-38p.; Paper presented at the Annual Conference of the Association for Women in Psychology (Pittsburgh, Pennsylvania, March 2-5, 1978)
Pub Type- Speeches/Meeting Papers (150) - Information Analysis (070)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Administrative Personnel, *Employment Qualifications, Equal Opportunities (Jobs), *Evaluation Methods, Job Skills, Merit Rating Programs, Personnel Data, Personnel Directors, *Sex Discrimination, *Task Performance, *Working Women

Research examined in this review shows that when women and men perform the same acts or produce similar products, evaluations often differ, frequently in ways which are not consistent. In general, evaluation favors men over women when a competent performance is being assessed, while women are favored over men when an incompetent outcome is being evaluated. These findings are explained in terms of sex-role congruency. In addition, research on causal attributions of performance is reviewed. It is found that successful male performance tends to be seen as repeatable; attributions are made to stable and internal causes such as skill and ability. It is further shown that repeated successful female performance cannot be depended upon, since attributions are made to luck, an external factor, or to effort, an unstable factor. Also, lack of ability is used to explain female lack of success more than male lack of success. Finally, the process of evaluating women's performance is summarized in three major steps: initial perception of performance, comparison of such perceptions to norms, and prediction of future performance. (Author)

ED 167 959 CS 004 681

Gardiner, D. Elizabeth

The Effect of a Language-Based Reading Approach upon the Reading Strategies of First Grade Children.

Pub Date-78
Note-304p.; Ph.D. Dissertation, Pacific States University; Several Appendixes and Figure 7 were removed due to copyright restrictions or poor reproducibility; Best copy available
Pub Type- Dissertations/Thesis (040) - Reports - Research (143)
EDRS Price - MF01/PC13 Plus Postage.
Descriptors-Beginning Reading, Grade 1, Language Development, *Language Experience Approach, Miscue Analysis, Primary Education, *Reading Achievement, Reading Comprehension, *Reading Instruction, *Reading Research, Student Attitudes, *Teaching Methods
Identifiers-*Reading Strategies

The effects of a language-based reading approach on the reading strategies of first grade children were examined in a study involving a total of 40 children. Half of the students were placed in an experimental group that was exposed to the language-based reading approach, and half were placed in a control group that was taught to read by a conventional method. At the end of the first-grade year, reading tests were administered to the children. Scores from the tests were used to evaluate their word recognition, comprehension, and accuracy. Their oral reading was audiotaped so that miscues could be analyzed, and the effect the beginning reading approach had upon attitude to and concept of reading was also measured. The results revealed that the experimental group achieved at a higher level on word recognition than did the control group; however, there was no difference between the groups in attitude to and concept of reading. Both groups produced miscues that indicated that sound/graphic relationships were high, while the experimental group produced a higher percentage of miscues with identical grammatical function and strength of grammatical relationship and with "no loss" in comprehension and retelling than did the control group. Finally, the experimental group showed a significantly more effective use of reading strategies than did the control group. (FL)

ED 168 073 CS 502 387

Cronen, Vernon E. Pearce, W. Barnett

An Episode-Dependent Deontic Logic of Conversation.

Pub Date-Nov 78
Note-32p.; Paper presented at the Annual Meeting of the Speech Communication Association (64th, Minneapolis, Minnesota, November 2-5 1978)
Pub Type- Reports - Descriptive (141) - Speeches/Meeting Papers (150)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*Communication (Thought Transfer), Discourse Analysis, *Interaction Process Analysis, Language Patterns, Persuasive Discourse, *Semantics, Social Relations, *Speech Communication, *Theories
Identifiers-*Conversation

The theory of the coordinated management of meaning (CMM) describes the structural relationship between a conversation as it appears in a verbatim transcript and as it appears in the meaning-system of the participants. The five essential features of CMM theory are: a set of four propositions about the nature of communication and human behavior, a hierarchical model of actors' meanings, structural models of constitutive and regulative rules that respectively integrate the hierarchy and organize meanings into guides for action, differentia for comparing actors' rules, and an account of a logic of conversation produced by the conjoining of actors' rules. The utility of this theory is dual: as a diagnostic tool it facilitates the analysis of conversation, and as a heuristic device it generates empirically testable hypotheses regarding the relationship between rule structure variables and the patterns of conversation that people produce. (FL)

ED 168 137 EA 011 409

Deci, Edward L.
The Hidden Costs of Rewards.
Pub Date-76
Note-12p.
Available from-AMACOM, Div. of American Management Associations, 135 West 50th Street, New York, New York 10020 ($6.00 for journal)
Journal Cit-Organizational Dynamics; v4 n3 p61-72 Win 1976
Pub Type- Journal Articles (080) - Opinion Papers (120)
Document Not Available from EDRS.
Descriptors-Adoption (Ideas), Employees, Employer Employee Relationship, Employers, *Job Satisfaction, Laboratory Experiments, *Literature Reviews, *Motivation Techniques, Rewards, Self Actualization, *Task Performance

This paper discusses ways managers can motivate their employees to work and at the same time to increase their performance. Two theories of motivation Vroom's theory and Atkinson's theory focus on the use of extrinsic and intrinsic rewards respectively. A managerial strategy that combines the best of both intrinsic and extrinsic approaches to motivating employees is desirable. When a person is intrinsically motivated, he or she engages in an activity to feel competent in relation to the activity. There are no external rewards as found in extrinsic motivation. For example, jobs should be structured to let employees participate in decision-making. At the same time, extrinsic rewards should be administered so that the most effective performers receive the most rewards. Thus the challenge to managers is to make rewards directly contingent upon performance without decreasing intrinsic motivation. (Author/LD)

ED 167 770 CE 020 109

Becker, Heather LaFitte, Pat Chew

Career Concerns Survey.

Texas Univ., Austin. Career Choice Information Center.

Pub Date-Sep 78

Note-126p.; Not available in hard copy due to reproducibility problems

Pub Type- Reports - Research (143)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-*Career Choice, *Career Planning, College Students, Employment Opportunities, Fine Arts, Graduate Study, Higher Education, Job Market, *Job Search Methods, Liberal Arts, Manpower Needs, *Occupational Guidance, Occupational Information, Reports, *Student Needs, Student Opinion, *Vocational Interests

As the basis for planning the University of Texas Liberal Arts Career Symposium, the Overall Coordination Committee assessed freshmen through seniors' self-reported post-graduate plans, career interests, and need for job-hunting/career planning services. A questionnaire was completed by 3,735 liberal arts and fine arts students. Major survey findings were that (1) two-thirds of the seniors reported considering graduate school, with percentages by college ranging from a low of 56% in natural sciences to a high of 81% in social and behavioral sciences; (2) 85% of seniors indicated they did not have a job lined up after graduation; this percentage varied from 78% in general and comparative studies to 89% in fine arts; (3) although career field interests differed by college, greatest interest areas for the total sample were education, health, and social services-related careers; (4) students in general and comparative studies appeared to be considering the broadest range of possible career fields; fine arts students seemed more narrowly focused; (5) 60% of the total sample wanted career/job information particularly in the employment outlook area; 28% requested help in choosing a career; (6) nearly half the seniors indicated a need for job-hunting assistance; and (7) post-graduation plans and indicated needs for career planning assistance varied by major. (CSS)

ED 167 842 CE 020 404

Krahenbuhl, Gary S. And Others
Stress and Simulation in Pilot Training. Final Report, May 1977 Through December 1977.
Arizona State Univ., Tempe. Human Performance Lab.
Spons Agency-Air Force Human Resources Lab., Brooks AFB, Texas.
Report No.-AFHRL-TR-78-95
Pub Date-Feb 79
Contract-F41609-75-C-0028
Note-27p.
Pub Type- Reports - Research (143)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Adult Education, Experimental Groups, *Flight Training, *Military Personnel, Military Training, Simulated Environment, *Simulation, Simulators, *Stress Variables
Identifiers-Air Force, Catecholamine Secretion, United States

Research was conducted on pilot stress during simulated emergency flight conditions. Catecholamine (adrenaline and non-adrenaline) secretion for twenty United States Air Force student pilots and thirteen instructor pilots was determined during daily activities, during simulated flights performed in high realism simulators, and during actual flight. High realism simulation resulted in a measurable stress response in both students and instructors; the response was not related to previous flight experience. One group of students experienced power-on stalls and spin recoveries in the simulator prior to their introduction in the aircraft. A second group of students experienced power-on stalls and spin recoveries in the aircraft prior to their introduction in the simulator. Catecholamine secretion during simulation was not different for the two groups, thus aircraft exposure to the spin series did not alter the stress response of the students attempting a similar maneuver in a high realism simulator. Task-specific high realism simulation introduced prior to exposure to related, stressful in-flight tasks results in similar total stress response, but somewhat lower arousal and greater mental activity. A comparison of superior and inferior students within each group suggested that the simulator pretraining had the greatest effect on the inferior students. There was a significant negative relationship between student performance and instructor stress during the initial aircraft power-on stall and spin-recovery sortie. (Author/CT)

ED 167 984 CS 004 727

The State of the Art of Reading in Virginia.

Virginia State Dept. of Education, Richmond.
Pub Date-May 76
Note-37p.
Pub Type- Information Analysis (070) - Reports - Research (143)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Adult Basic Education, Elementary Secondary Education, English (Second Language), *Needs Assessment, Program Evaluation, Psychomotor Objectives, *Reading Instruction, *Reading Programs, *Reading Research, Student Placement, *Surveys
Identifiers-*Right to Read, *Virginia.

Prepared as part of a comprehensive study of reading in Virginia, this report contains the findings of 18 research studies. After a discussion of the findings, several recommendations are presented. Among these recommendations are: students in English as a second language programs should be placed with peer groups rather than according to English reading achievement level, curricula should be expanded to include psychomotor objectives, class sizes should be reduced, and the number of secondary schools offering reading instruction should be increased. The report concludes that reading continues to be an area of major concern in Virginia schools. (Abstracts of the 18 research studies and a table of data are appended.) (FL)

ED 168 006 CS 204 661

Trager, Robert Plopper, Bruce Loren

Public Forum Theory in the Educational Setting: From the Schoolhouse Gate to the Student Press.

Pub Date-Aug 78
Note-28p.; Paper presented at the Annual Meeting of the Association for Education in Journalism (61st, Seattle, Washington, August 13-16, 1978)
Pub Type- Information Analysis (070) - Speeches/Meeting Papers (150)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*Academic Freedom, *Censorship, Court Litigation, *Freedom of Speech, *Journalism, Press Opinion, *School Newspapers, Secondary Education, Student Responsibility, *Student Rights, Student School Relationship

Since 1939, legal recognition of the public forum concept has been gradually extended to include the public schools. This expansion of the free speech right has been accompanied by a movement of similar intensity aimed at narrowing the scope of regulatory action that might inhibit First Amendment freedoms. Ultimately, recognition of the public school as a public forum was coupled with the narrowed scope of allowable regulatory action. The result has been a philosophical revolution in which the student press, once conceived as an educational tool fully controlled by school authorities, is now seen as enjoying the same freedom from regulation afforded any other speech activity in a public forum. While this philosophy has not been universally accepted as yet, it has been recognized by all levels of federal courts and several state courts. The implication of these developments is that students who edit, produce, or distribute literature on school grounds are subject to regulatory action that is consistent with First Amendment public forum policy as defined by time, place, and manner of distribution restrictions. Additionally, material shown to have caused substantial interference with educational processes is not protected. Censorship based on content alone, however, is no longer seen as being compatible with the functions of the student press. (Author/FL)

Falcione, Raymond L.
The Communication Consultant in Organizational Settings.
Pub Date-Nov 78
Note-16p.; Paper presented at the Annual Meeting of the Speech Communication Association (64th, Minneapolis, Minnesota, November 2-5, 1978)
Pub Type- Speeches/Meeting Papers (150) - Guides - General (050)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Business Communication, *Change Strategies, *Communication (Thought Transfer), *Communication Problems, *Consultants, *Organizational Communication

The organizational communication specialist can play a significant role in the communication of change. The consultant must begin by determining who the client is and what the unit of change is to be. Then the consultant must choose which intervention is appropriate and what the focal issue is. Before the consultation, the consultant and client must agree on certain considerations including what changes will occur, clarification of responsibilities, and a timetable. The audit process is one intervention that fits an action research model of organizational development and accomplishes the following: measures information flow, message content, and communicator attitudes; provides attitudinal, perceptual, and behavioral data; and allows for organizational comparisons. Follow-up should assure that management is held accountable for action taken to increase the effectiveness of the organization and should include training others to use some of the consultant's skills. Whatever strategy a consultant uses, it should be purposeful, task-specific, integrated, temporal, adaptable, agreed to by the client, and cost-effective. (TJ)

ED 168 117 EA 011 379

Cole, Barbara

SPECS 5. Component Five: Assessing Achievement of the District's Broad Goals.

Oregon Univ., Eugene. Center for Educational Policy and Management.
Spons Agency-National Inst. of Education (DHEW), Washington, D.C.
Pub Date-76
Note-28p.; For related documents, see EA 011 372-378; Not available in paper copy due to small print of original document
Available from-CEPM Publications, Center for Educational Policy and Management, College of Education, University of Oregon, Eugene, Oregon 97403 ($2.50)
Pub Type- Guides - Non-Classroom (055) - Reports - Descriptive (141)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-Achievement, *Educational Assessment, Educational Needs, *Educational Objectives, Elementary Secondary Education, Guides, Instructional Programs, Mathematics, *Needs Assessment, Policy Formation, Program Development, School Districts
Identifiers-Oregon, *School Planning Evaluation Communication System

The School Planning, Evaluation, and Communication System (SPECS) is an overall design for districtwide program assessment and development. It is both a way of interrelating planning and evaluation of individual programs and a way of comparing the outcomes of all district programs with the district's community-defined educational goals. Component Five, the final SPECS component, is the needs assessment or policy-making subsystem of SPECS. This implementation booklet describes the rationale for the component and discusses the assessment of the achievement of the district's community-defined goals. It describes in detail how a school district's board of education might go about identifying the most critical discrepancies between program outcomes and community expectations and the ways in which such discrepancies might be solved. The booklet discusses the method one school district used to answer its own needs, including the formation of a task force and the task force's summary of district programs and identification of the gaps and matches between the reported program outcomes and goals as defined by professionals and the community. As an example of Component Five activities, the mathematics portion of these activities at one elementary school is included. (Author/JM)

Salaries Paid Professional Personnel in Public Schools, 1978-79. Part 2 of National Survey of Salaries and Wages in Public Schools. ERS Report.

Educational Research Service, Arlington, Va.

Pub Date-79
Note-147p.; For related documents, see EA 011 432-434, ED 135 110, and ED 149 460
Available from-Educational Research Service, Inc., 1800 North Kent Street, Arlington, Virginia 22209 ($18.00; three-volume set of Part 1, Part 2, and Part 3, $50.00)
Pub Type- Numerical/Quantitative Data (110)

Document Not Available from EDRS.

Descriptors-Administrative Personnel, Educational Finance, Elementary Secondary Education, *National Surveys, *Professional Personnel, Public School Systems, *Salaries, School District Spending, *School Surveys, Statistical Data, Tables (Data), *Teacher Salaries

This publication, part 2 of a three-part report, discloses the annual salaries actually being paid to persons employed in 23 professional positions by 1,100 public school systems for school year 1978-79. These include salaries paid superintendents, deputy or associate superintendents, assistant superintendents, and personnel in certain other select central-office administrative positions related to such functions as public relations, finance and business, instruction administration, and supervision of subject matter areas. Similar data are shown for salaries of professional staff assigned to individual school buildings, including classroom teachers, principals, assistant principals, deans, counselors, librarians, and school nurses. Part 2 presents data on mean, lowest, and highest salaries paid to personnel in select professional positions. This year, for the first time, information is supplied on the number of school systems employing personnel in each professional position category and the total number of persons in each category on which salary data in the report are based. Part 1 and part 2 of the report are companion documents that present data essential for comprehensive comparisons of salaries scheduled and paid for professional personnel. (Author/LD)

ED 168 180 EA 011 458

Berne, Robert Stiefel, Leanna

The Measurement of Equity in School Finance with an Expenditure Disparity Measure. Papers in Education Finance No. 19.

Education Commission of the States, Denver, Colo.
Spons Agency-Office of Education (DHEW), Washington, D.C.
Pub Date-Nov 78
Contract-OEC-22-78-13030
Note-274p.; Not available in paper copy due to marginal legibility of original document
Pub Type- Reports - Research (143)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-*Educational Finance, Elementary Secondary Education, *Equal Education, Ethical Values, *Finance Reform, Mathematical Models, *Measurement Techniques, *Tables (Data)
Identifiers-Federal Expenditure Disparity Measure, Per Pupil Expenditure Disparity Measures

This report evaluates alternative approaches to and measures of equity in state school finance plans. It also evaluates the Federal Expenditure Disparity Measure (FEDM). Following an introduction, Part II describes alternative conceptions of equity in education and identifies three components of these conceptions: groups treated, alternative treatments, and criteria for equity. Part III presents numerical models that show how alternative combinations of group, treatment, and criterion can yield different conclusions when applied to a hypothetical school district. In Part IV, the value judgments that underly the alternative conceptions of equity are examined. Since few value judgments are widely held, a number of equity conceptions must be considered valid. Also in Part IV, the value judgments inherent in Per Pupil Expenditure Disparity Measures (PPEDMs) are reviewed and analyzed. In Part V, the theory behind the FEDM and the way the Office of Education applies the FEDM to calculate measures from state data are discussed. In Part VI, recommendations concerning equity measurement in federal regulations and particular procedures used by the Office of Education to measure expenditure disparities are presented. A lengthy appendix considers social welfare theory, social choice theory, equity measures calculations, and the tax price of education. (Author/JM)

ED 168 201 EA 011 489

McCleary, Lloyd E. And Others

Competency-Based Community Education Administration. Volume II: The Monograph.

Arizona State Univ., Tempe. Southwest Regional Center for Community Education Development.

Spons Agency-Office of Education (DHEW), Washington, D.C.

Pub Date-79

Grant-G007701957

Note-71p.; For related documents, see EA 011 488-490; Not available in paper copy due to color of printing in original document

Pub Type- Reports - Descriptive (141) - Numerical/Quantitative Data (110) ()

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-*Administrative Personnel, Administrator Attitudes, Administrator Evaluation, *Administrator Role, *Community Education, Educational Administration, *Performance Based Education, Principals, School Superintendents, *Skill Analysis, *Task Performance

Identifiers-Quadrant Assessment Model

This document is the result of a 1977-78 study by the department of educational administration, Arizona State University, to identify and field test competencies determined to be essential in four community education roles: superintendent, district coordinator, principal, and building level director. The monograph discusses the question of role definition and performance evaluation as primary administrative tools. It shows how these tools affect administrative processes like planning, organizing, and controlling, and how they are basic to the health of an organization in such areas as role clarification, role conflict resolution, evaluation, and staff development. Chapter 2 discusses concepts, Chapter 3 the rationale and plan of the project, Chapter 4 the methodologies, and Chapter 5 the summary and recommendations. Two appendices at the end reproduce the ideal profile rankings and the superintendents' ratings of training. (Author/LD)

ED 168 243 EC 113 868

Leonard, Judith E.

Chapel Hill Services to the Gifted Handicapped. A Project Summary.

Chapel Hill Training-Outreach Project, N.C.
Spons Agency-Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.
Pub Date-78
Grant-G007500237
Note-283p.
Available from-Chapel Hill Training-Outreach Project, Lincoln Center, Merritt Mill Road, Chapel Hill, North Carolina 27514
Pub Type- Reports - Descriptive (141)

EDRS Price - MF01/PC12 Plus Postage.

Descriptors-Curriculum, Delivery Systems, *Demonstration Projects, *Disadvantaged Youth, Enrichment, *Gifted, *Handicapped Children, Identification, Preschool Education, Remedial Programs
Identifiers-*Gifted Handicapped

The monograph reviews the first 2 years of a model program to identify gifted-handicapped and gifted-disadvantaged children (2 1/2-6 years old) and to provide them with a preschool program that would offer a balance between stimulating enrichment activities and therapy and remediation in developmental areas, delayed because of specific modality deficits or limited environmental experiences. Following a project overview are sections which address the following components: need for services; guidelines and inservice training for identification; two studies including Education and the Gifted-Handicapped Child'' by A. Raper, et al and Parents and the Gifted-Handicapped Child'' by D. Cansler; delivery of services; the curriculum model; dissemination, training, and outreach; staff development; the family program; results of the 1975-77 and 1977-78 evaluations; and resources. Appendixes, which make up a large portion of the document, include referral forms, a copy of the Gifted-Handicapped Project Parent Manual, program evaluation forms, a sample workshop agenda, and a copy of the Parent Inventory Scales. (SBH)

ED 168 268 EC 114 138

Milner, Margaret, Comp.

Accessibility Assistance. A Directory of Consultants on Environments for Handicapped People.

National Center for a Barrier Free Environment, Washington, D.C.
Spons Agency-Community Services Administration (DHEW), Washington, D.C.
Pub Date-Nov 78
Contract-B8B-5567
Note-209p.; Not available in hard copy due to marginal reproducibility of original document
Available from-National Center for a Barrier Free Environment, Seventh and Florida, N.E., Washington, D.C. 20002 ($3.25 plus $1.00 billing charge); Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402
Pub Type- Reference Materials - Directories/Catalogs (132)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-*Architectural Barriers, *Building Design, *Consultants, *Handicapped

The book presents a directory of consultants on barrier free environments for handicapped people. The directory is organized into three sections. The principal section is arranged geographically, with consultants listed alphabetically within states. A profile of each consultant is provided, giving address, telephone number, professional category, type of services available, a brief summary of experience with accessibility projects, and names and addresses of up to two references. In the second section, consultants are listed by professional or agency category, arranged alphabetically by name within categories. The third section is an alphabetical name index. Both sections 2 and 3 have page references to the consultant profile in the geographical section. (DLS)

ED 167 701 CE 017 652

Pelletti, John C. Dale, John R.

DeSoto County District Plan for Career Education Development Program. Final Performance Report, January 1 through June 30, 1976.

DeSoto County Board of Public Instruction, Arcadia, Fla.
Spons Agency-Office of Career Education (DHEW/OE), Washington, D.C.
Pub Date-30 Jun 76
Grant-G007502319
Note-25p.; Not available in hard copy due to light and broken type in the original document; Pages 25-31 removed because they contained confidential information
Pub Type- Reports - Evaluative (142)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-*Career Awareness, Career Development, *Career Education, Career Exploration, Decision Making Skills, Educational Objectives, Elementary Secondary Education, *Evaluation Methods, *Faculty Development, Inservice Teacher Education, *Program Effectiveness, *Program Evaluation, Self Concept, Test Results, Work Attitudes
Identifiers-Assessment of Career Development, DeSoto County FL, Florida, Minnesota Cognitive Questionnaire Career Education, Piers Harris Childrens Self Concept Scale, Public Law 93 380

An evaluation of the DeSoto County, Florida Career Education Project was conducted to determine the effectiveness of career education activities in grades K-12. Project goals emphasized at the elementary level were self-awareness, attitudes/appreciations, and career awareness. Career awareness and attitudes/appreciations were emphasized at the middle school level; and career awareness, economic awareness, dicision-making, and employability skills were emphasized at the secondary level. At each grade level a post-test only experimental/control group analysis was made based on results from the following instruments: Minnesota Cognitive Questionnaire for Career Education (K-5); Piers-Harris Children's Self Concept Scale (K-5); and The Assessment of Career Development (6-12). The second grade experimental group scored significantly higher than their control group on the self-concept scale. The eighth grade experimental group scored significantly higher than their control group on career planning involvement, but significantly lower on career planning knowledge and occupational characteristics. No significant differences were found between group means (K-12) on a measure of cognitive achievement and on all other comparisons. Instructional and guidance staff participated in workshops on career education concepts, implementation methods, group-guidance techniques, career education skills, and occupational resources. Workshop evaluations ranged from average to excellent; however, at the end of the year implementation had barely begun. Elementary teachers appeared to have made the most progress. (BM)

ED 167 788 CE 020 239

Reubens, Beatrice G.
Policies for Apprenticeship.
Organisation for Economic Cooperation and Development, Paris (France).
Pub Date-79
Note-102p.; Parts may be marginally legible due to small print
Available from-Organisation for Economic Co-operation and Development
Publications Office and Information Center, Suite 1207, 1750
Pennsylvania Avenue, N.W., Washington, D.C. 20006
Pub Type- Reports - Descriptive (141)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-Admission (School), *Apprenticeships, Certification,
*Educational Policy, Financial Support, *Instructional Programs,
*International Organizations, Job Skills, Job Training, Legal
Responsibility, Program Administration, Program Costs, *Program
Evaluation
Identifiers-Asia, Australia, Europe, New Zealand, North America,
Organisation for Economic Cooperation Development, South America

This report, prepared by the Education Committee of the Organisation for Economic Co-operation and Development (OECD), analyzes current trends and issues in apprenticeship and in policies for apprenticeship in member countries. Apprenticeship is analyzed in countries where it is the most important activity of young people after leaving compulsory schooling (Austria, Germany, Switzerland) and in countries where apprenticeship is a secondary method of providing occupational skills to young people. Part 1, an introduction, describes OECD and its work. In part 2, examples illustrate the various approaches of OECD countries to apprenticeship in regard to (1) the legal framework and administrative structure; (2) the number and type of apprenticeable occupations; (3) admission to apprenticeship; (4) examination and certification; and (5) financing of training. In part 3, the most important recent developments and current issues and problems in apprenticeship are set forth. Part 4, issues and policy implications, deals especially with criticisms of apprenticeship programs and also with how such programs compare with regular vocational programs. Statistical information on trends and features of apprenticeship are contained in the Appendix. A list of English and foreign language references is also provided. (CT)

ED 167 824 CE 020 362

Labour Movement and Labour Law: Development of Two Introductory Units for Secondary Students. ERIBC Reports. Report No. 79:1.

Labour Advisory Committee, Terrace (British Columbia).

Spons Agency-British Columbia Educational Research Council, Victoria.

Pub Date- 79

Note-27p.; Not available in hard copy due to broken type

Pub Type- Guides - Classroom - Teacher (052) - Historical Materials (060) - Legal/Legislative/Regulatory Materials (090)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-Economic Factors, *Foreign Countries, *Instructional Materials, *Labor Conditions, *Labor Legislation, *Labor Unions, Safety, Secondary Education, Social Factors, Student Attitudes, Wages

Identifiers-British Columbia, *Canada

Introductory teaching units for secondary students on the history of the Canadian labor movement and labor law are presented in this report. Five units are outlined, addressing the following questions: (1) How do students perceive organized labor, its position in today's society, and its historical development?; (2) What knowledge do students have of unions and their historical roots?; (3) What social and economic conditions affected the development of the labor movement?; (4) What are some of the major events in Canadian and British Columbia labor history?; and (5) What are the issues that face labor today, and how do these concerns fit into a broader view of society? At the end of each unit is a short list of recommended books with a brief critique. Appendixes include a glossary of terms commonly used in the labor movement, a question-and-answer section concerning the term ``right to work,'' short descriptions of ``anti-union'' Canadian legislation, and descriptions of Canadian legislation concerning hours and wages and health and safety. (CT)

ED 167 865 CG 013 261

Bisconti, Ann Stouffer
Who Will Succeed? College Graduates as Business Executives. Special Topic Series No. 3.
College Placement Council, Bethlehem, Pa.
Pub Date-78
Note-16p.; Some parts may be marginally legible due to print quality
Pub Type- Numerical/Quantitative Data (110) - Reports - General (140)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-Academic Achievement, *Administrative Personnel, *Business, *Career Choice, *College Graduates, Course Content, Family Background, Job Satisfaction, *Leadership Qualities, Salaries, Self Esteem, *Success Factors

There are several social and personal characteristics that may differentiate those college graduates who will achieve high-salaried positions as business executives from those who will not. Some conclusions about patterns that seem to be associated with becoming a high-salaried business executive can be drawn from the findings of the Utilization of Education Survey, conducted in 1974-75 for the CPC Foundation and the National Institute of Education. The data in this survey, based on the responses of college graduates who participated for over a decade in a survey panel, illuminates the family background, scholastic achievement, college education and self-assessment of a number of business executives. Findings show that the highest salaried business executives are more likely than others to have college-educated fathers, high grades in high school and college, and to have attended a very selective college. They report a positive self-assessment, indicating a high degree of drive to achieve and intellectual and social self-confidence. No relationship was found between majoring in business and attaining a high-salaried position as a business executive. The findings suggest that a certain amount of brilliance in intellect, performance and style is more important than what one studies in college in order to become a business executive. (Author/PK)

ED 167 889 CG 013 286

Bemis, Stephen E.

Behavioral Consistency Breakthrough in Unassembled Examining.

Pub Date-30 Aug 78

Note-23p.; Paper presented at the Annual Convention of the American Psychological Association (86th, Toronto, Ontario, Canada, August, 1978); Parts Marginally legible due to print quality

Pub Type- Speeches/Meeting Papers (150) - Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Achievement Rating, *Behavior Patterns, Behavior Rating Scales, Comparative Analysis, *Employment Qualifications, Equivalency Tests, *Evaluation Methods, Government Employees, *Job Skills, *Personnel Evaluation, Task Performance

Identifiers-*United States Civil Service Commission

The relationship between the behavioral consistency procedure and two other procedures (application form analysis and rating scales) were investigated through a comparison of initial employment and hiring practices used by the U.S. Civil Service Commission. The position of Budget Analyst was initially assessed in terms of five achievement areas and a panel of expert raters established the dimensions for rating potential applicants on their suitability for the position. Experienced personnel staffing specialists then rated the applications of 50 individuals who were already in the position of Budget Analyst using several combinations of rating procedures to determine the applicants suitability for the job. Results indicated that the behavioral consistency approach is: (1) more costly and time-consuming; (2) more reliable; and (3) applicable for developing hiring procedures for mid-level occupations at the point of entry into federal service. (Author/HLM)

ED 168 029 CS 204 733

Farrell, Edmund J.
Toward Directions for Excellence.''
Pub Date-Feb 79
Note-16p.; Paper presented at the Annual Meeting of the California Association of Teachers of English (21st, San Diego, California, February 16-18, 1979)
Pub Type- Speeches/Meeting Papers (150) - Opinion Papers (120)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Creativity, *Educational Attitudes, Educational Development, Educational Objectives, *Educational Philosophy, Elementary Secondary Education, *English Instruction, *Language Arts, *Standards

So far as excellence exists, it exists relative to something else such as the historical age, the chronological age of the creator, the societal conditions under which creation takes place, and the limitations of the physical world. While excellence is sought and revered, it is often made to serve ulterior ends such as higher pay, higher scores on tests, or higher grades-an intrusion shifts the focus from excellence to something else. In education, excellence has come to be judged on an industrial model of efficiency and products that has distorted the educational process. The subject of English has been reduced from the deep, mysterious, and panoramic miracles of speech and literature to drill exercises on spelling, punctuation, and grammar. These latter tasks could be taught as well by computers as by human teachers, and using such aids might allow teachers to stop the suffocating lock-step at which students presently go through the educational system. Through excellent teaching of English, teachers may help students come to intellectual and ethical excellence along with developing knowledge, skills, and values to help them achieve the best of which they are capable. (TJ)

Martin, Charles H.

Advertising and the Higgledy-Piggledy Media in Two Thousand Ought One.

Pub Date-Aug 77
Note-10p.; Paper presented at the Annual Meeting of the Association for Education in Journalism (60th, Madison, Wisconsin, August 21-24, 1977)
Pub Type- Information Analysis (070) - Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Cable Television, *Communication (Thought Transfer), *Computers, Futures (of Society), *Mass Media, *Media Technology, Planning, *Technological Advancement
Identifiers-*Advertising, Video Telephone

As communication tools change, the field of advertising will be affected. The videotelephone will be available to consumers and corporations and may be used along with fast-scan facsimile devices or with electronic video recording (EVR). While it offers privacy and security and holds wide implications for sales promotional and public relations activities, it will probably have only a small potential for advertising. Two-way cable television (CATV) offers the possibility of shopping at home, playing interactive computer games, and receiving newspapers and magazines. This medium may have a massive impact on advertising, and if symbiotic facsimile devices and EVRs are accepted commercially, then this could be the prime conduit for advertising messages. Computers are an integral part of both the videotelephone system and the two-way CATV, and on-line retrieval may have a large impact on the advertising industry. In conjunction with the systems mentioned, home and office keyboards will provide access to a centralized computer, and information retrieved may arrive along with an advertising message. A rating system and audience measurement for users of home keyboards will need to be developed also. (TJ)

ED 168 222 EA 011 525

Fonstad, Clifton

1977-78 Planning for Better Education in Wisconsin: Data Supplement, Declining Enrollments. Bulletin No. 8338.

Wisconsin State Dept. of Public Instruction, Madison. Bureau for Administrative Services.

Pub Date- 79

Note-535p.; For related documents, see ED 144 223-224; Not available in paper copy due to marginal legibility of original document

Pub Type- Guides - Non-Classroom (055) - Numerical/Quantitative Data (110) ()

EDRS Price - MF02 Plus Postage. PC Not Available from EDRS.

Descriptors-Budgets, *Declining Enrollment, Educational Planning, Elementary Secondary Education, Enrollment, *Enrollment Projections, Enrollment Trends, Expenditure Per Student, Intermediate Administrative Units, Organization, School Systems, State Aid

Identifiers-*Cohort Survival Technique, *Wisconsin

This edition of Planning for Better Education in Wisconsin'' gives special attention to the number one problem facing both public and private schools in the state declining enrollments. Although some of the data included looks at enrollment trends in both public and private enrollments, the handbook is primarily concerned with the nature and extent of the problem in the public schools, what can be expected in the future, and how school districts can cope with the problem. Also included in Part 1, along with the general discussion of declining enrollments, is a short article providing guidelines for projecting enrollments. Part 2 provides general information about Wisconsin school districts and includes a good deal of information on enrollment and population trends. It has been compiled not only to provide general statistical data on state and regional trends, but also to suggest how such information can be compiled and presented by planners developing materials relating to specific school districts. Part 3 includes current enrollments data and shows how enrollments have changed from 1970-71 to 1977-78 in each district in the state. (Author/IRT)

ED 167 719 CE 018 781

Bacza, Gerald L. And Others

Summary Report on Project Open in Mason County, 1975-78. Mason County Schools, Point Pleasant, W. Va.; West Virginia Univ., Morgantown. Coll. of Human Resources and Education.

Spons Agency-West Virginia State Dept. of Education, Charleston.

Pub Date-Jun 78

Note-37p.; For related documents see CE 018 782-784

Pub Type- Reports - Descriptive (141) - Reports - Evaluative (142)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-*Career Exploration, *Communications, *Curriculum Development, Failure Factors, *Grade 9, Junior High Schools, Program Administration, Program Development, Program Effectiveness, Program Improvement, School Community Relationship, Success Factors, *Technology, *Trade and Industrial Education, *Transportation

Identifiers-*Project Open, West Virginia

Two ninth-grade curriculum development projects were carried out over a three-year period (1975-78) in West Virginia at Point Pleasant Junior High School and at Wahama Junior/Senior High School. Known as Project Open, these projects resulted in the development and classroom testing of two new technology-based courses called Career Exploration in Technology (CEIT). (The curriculum guides for these two courses are published separately: CE 018 782 is the guide for the Wahama course and CE 018 783 for the Point Pleasant course.) CEIT is designed to be an activity-oriented program that allows each child maximum flexibility in the development of individual potential related to the study of technology. The focus of the Wahama course is communication technology, while the Point Pleasant course deals with transportation. The curriculum guides were developed to reflect local needs and interests in both areas of study. Both projects reported high student enthusiasm and interest during the three years. Recommendations for future project efforts and the two existing courses include (1) an expansion of CEIT to other grades, (2) budget allocations to cover equipment costs, (3) the installation and acquisition of needed equipment and facilities, (4) evaluation of the curriculum's effectiveness in meeting its goals, and (5) transition from university personnel to regular teaching staff. (ELG)

ED 167 736 CE 019 284

Wisconsin K-12 Career Education Consortium. Final Project Performance Report. Volume I of Two Volumes.

Wisconsin State Dept. of Public Instruction, Madison.
Spons Agency-Office of Career Education (DHEW/OE), Washington, D.C.
Pub Date-30 Jun 77
Contract-300-76-0331
Note-103p.; For related documents see CE 019 285-286, ED 132 284, ED 138 786, and ED 160 785-787 ; Best copy available
Pub Type- Reports - Descriptive (141) - Reports - Evaluative (142)
EDRS Price - MF01/PC05 Plus Postage.
Descriptors-Career Awareness, Career Development, *Career Education, Changing Attitudes, *Consortia, Decision Making, Elementary Secondary Education, *Evaluation, *Information Dissemination, Inservice Education, Interschool Communication, Leadership Training, Methods, *Needs Assessment, Newsletters, Occupational Guidance, Program Evaluation, *Program Improvement, Questionnaires, Self Actualization, State School District Relationship, Work Attitudes
Identifiers-Education Amendments 1974, Wisconsin

To demonstrate career education methods and procedures, seven Wisconsin school districts were chosen to participate in an incremental improvement project. Project activities were conducted district-wide and by individual districts. District-wide dissemination activities involved promoting demonstration packets and assessment/evaluation (AE) instruments; sharing methods, materials, and expertise with consortium districts and others; and publishing a newsletter delivered to Wisconsin districts and others. Additional activities included working toward self-imposed incremental improvement criteria and a common set of desired learner outcomes. Evaluation activities entailed fostering acceptance of evaluation as a tool, disseminating the AE kit, further testing of kit instruments, and surveying packet and kit users. Leadership activities included state education agencies' facilitation of consortium products dissemination and consortium help in developing administrative leadership in their own and partner districts. Two of the many individual district activities involved funding in the Eau Claire district of sixteen mini-proposals to improve self-awareness, career awareness, and decision making skills, and the Watertown district's provision of a one-week workshop for thirty-four K-adult staff members. Third-party evaluation indicated that most consortium-wide and district objectives were achieved. (Appendixes contain a project profile, AE kit questionnaire results, and other project related materials.) (Author/CSS)

ED 167 771 CE 020 116

Miller, Jill

The Navajo Vocational Education Network Strategy: Region I. Final Report.

RJ Associates, Inc., Arlington, Va.

Spons Agency-Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C.

Pub Date-Dec 78

Grant-G007702134

Note-112p.; Some pages of this document, especially in the appendix sections, will not reproduce well due to broken print ; Research also funded by the Navajo Div. of Education

Pub Type- Reports - Descriptive (141)

EDRS Price - MF01/PC05 Plus Postage.

Descriptors-*Access to Education, Delivery Systems, Educational Needs, Educational Resources, Employment Qualifications, Equal Opportunities (Jobs), Fund Raising, Interagency Coordination, Job Placement, Manpower Needs, Minority Groups, *Navajo, Needs Assessment, *Networks, Occupational Choice, Problems, *Program Development, *Regional Planning, Secondary Education, Skill Development, Surveys, Training, *Vocational Education, Work Experience Programs

Identifiers-Navajo Division of Education

This report reviews network project strategies to provide Navajo high school students with the choice of any regionally offered vocational education course. The first of six sections documents Navajo vocational education needs and cites problems in meeting these needs; for example, inadequate funding and poor interagency coordination. Section 2 focuses on the network purpose and project plan. The plan is described as the basis for the Navajo Division of Education (NDOE) to evaluate existing vocational education programs, coordinate resources, identify program needs, coordinate the Navajo Regional Vocational Institute development, and determine transportation requirements. The third section discusses project methodology, including formation of a region-one school representatives committee and a survey of region-one high schools to obtain vocational program availability data. Section 4 proposes improvements for facilities, equipment, teacher training needs, and other areas. In section 4 barriers to network implementation are pinpointed: absence of a Vocational Education Navajo Branch and coordination system, and the Indian vocational education contracts program. The final section makes recommendations for the Bureau of Occupational and Adult Education and NDOE. Also provided are project development recommendations for the advisory committee, data collection/analysis, and other program elements. Appendixes contain the survey instrument and responses and other project related materials. (CSS)

ED 167 914 CG 013 319

Tapp, Jack T.

Implementing Behavioral Science Training in Family Medicine.

Pub Date-78
Note-17p.; Best copy available ; Paper presented at the Annual Convention of the American Psychological Association (86th, Toronto, Ontario, Canada, August 1978)
Pub Type- Speeches/Meeting Papers (150) - Reports - Descriptive (141)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Behavioral Sciences, *Cooperative Education, *Educational Programs, Higher Education, *Intervention, *Medical Education, Medical Students, Models, Program Evaluation, Psychologists, *Training Techniques
Identifiers-*Family Medicine

A review of the problems encountered in an attempt to implement behavior science training in two programs in family medicine is presented. An outline of an intervention model that focuses on strategies, activities, and implementation problems in training the behavioral sciences for family practice residents is provided, including discussions on assessing training needs, developing training methods, making training tasks relevant to the work of the residents, and designing evaluation procedures to assess the impact of training. (Author)

ED 167 938 CG 013 383

Walz, Garry R. Benjamin, Libby
A Futuristic Perspective for Counselors.
ERIC Clearinghouse on Counseling and Personnel Services, Ann Arbor, Mich.
Spons Agency-National Inst. of Education (DHEW), Washington, D.C.
Pub Date-79
Grant-400-78-0005
Note-37p.
Available from-ERIC/CAPS, 2108 School of Education, The University of Michigan, Ann Arbor, MI 48109 ($5.00)
Pub Type- Reports - General (140) - Opinion Papers (120)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-*Change Agents, Counseling Services, *Counselor Role, Counselors, *Futures (of Society), *Guidance Objectives, Life Style, Prediction, Social Change
Identifiers-Information Analysis Products

Some generalizations drawn from the literature on futurism are set forth in this monograph. Possible social and behavioral consequences of these as they relate to the work of the counselor are projected. The document then suggests some ways counselors can help clients to create rewarding personal futures, and describes a futures studies program for counselors, outlining what its emphases and outcomes should be. The conclusion raises three questions which the authors state must be answered clearly by all counselors if the profession is to survive in the future: (1) What is the primary mission of counselors?; (2) What is excellence?; and (3) How can counselors insure self-renewal? A short bibliography is included. (Author)

ED 167 960 CS 004 682

Hatcher, Catherine W. Robbins, Nancy L.
The Development of Reading Skills in Hearing-Impaired Children.
Pub Date-78
Note-18p.; Paper presented at the Annual Meeting of the National Reading Conference (28th, St. Petersburg Beach, Florida, November 30-December 2, 1978)
Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Aurally Handicapped, Elementary Education, *Language Development, Phonics, *Reading Difficulty, *Reading Instruction, *Reading Research, *Reading Skills, Speech Skills, Total Communication

Six primary and six intermediate grade students were involved in a study designed to describe the learning strengths and weaknesses of hearing-impaired children and the reading skills developed by them in the course of basal reading instruction. Because of the special communication problems involved in gathering data, an interdisciplinary team approach was used. The team included a reading consultant, an educational consultant specializing in the hearing impaired, a speech and langauge clinician, an audiologist, two classroom teachers trained to work with the hearing impaired, and a graduate assistant. Each child was assessed for auditory acuity and speech discrimination, vocabulary development, speech articulation, intellectual functioning, and reading skills. The results revealed that hearing-impaired children score significantly below norms for hearing children on language and reading measures, that audiometric measures indicate that phonic instruction is probably of little value, and that ratings of the children's performance by teachers are inconsistent with test results. (FL)

ED 167 985 CS 004 730

Hansen, Philip A. Hansen, Shirley B.

Mainstreaming Across Nations.

Pub Date-Jan 79
Note-13p.; Paper presented at the Annual Meeting of the Claremont Reading Conference (46th, Claremont, California, January 19-20, 1979)
Pub Type- Information Analysis (070) - Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Comparative Education, *Foreign Countries, Handicapped Children, *Mainstreaming, Normalization (Handicapped)

An overview of mainstreaming in various nations is presented in this paper. Following a discussion of the background of mainstreaming, the paper offers brief analyses of mainstreaming trends in the United States; the Nordic countries; the nine Common Market nations; and the socialist countries, specifically the Soviet Union. The paper concludes that mainstreaming is a world-wide phenomenon, that no nation has devised the ultimate plan for mainstreaming, that the key to successful mainstreaming is the regular classroom teacher, and that it is time for educators in the United States to implement the provisions of Public Law 94-142, written to integrate exceptional individuals. (FL)

ED 168 074 CS 502 390

Johnstone, Christopher Lyle

Communication and Dewey's Ethics: Toward a Rhetoric of Growth.

Pub Date-Nov 78
Note-20p.; Paper presented at the Annual Meeting of the Speech Communication Association (64th, Minneapolis, Minnesota, November 2-5, 1978) ; Best copy available
Pub Type- Opinion Papers (120) - Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Communication (Thought Transfer), *Ethics, *Moral Development
Identifiers-*Dewey (John)

John Dewey's philosophy clarifies the relationship between communication and the emergence of character. His moral theory recommends a conception of "moral selfhood" emphasizing three attributes: freedom, social sensitivity, and the growth of mind. Communication is the principle instrument through which these characteristics can be extended. The primary obligation, therefore, attending every communicative act, whatever its immediate purpose, is to discover and employ modes of expression that will facilitate the moral evolution of the participants. (Author)

ED 168 138 EA 011 410

Delon, Floyd G.

Litigation on Rights of the Handicapped in Education.

Pub Date-3 Feb 79
Note-11p.; Paper presented at the Inter-University Conference (Columbia, Missouri, February 1979)
Pub Type- Legal/Legislative/Regulatory Materials (090) - Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Cocurricular Activities, *Court Litigation, Due Process, Elementary Secondary Education, *Equal Education, Equal Opportunities (Jobs), Equal Protection, Expulsion, *Handicapped, Higher Education, *School Law, Student Rights
Identifiers-*Education for All Handicapped Children, Fourteenth Amendment

The constitutional basis for laws concerning rights of the handicapped lies in the Fourteenth Amendment's equal protection and due process clauses. Recent litigation has been based on Section 504 of the 1973 Rehabilitation Act, P.L. 94-142. Significant court decisions affecting education have been handed down in five areas. Regarding right to free education, the courts have held that public schools cannot exclude children from school nor charge them extra tuition for special programs. Regarding right to an appropriate education, courts have held that the schools must identify all handicapped students and provide them an appropriate education. In the area of disciplinary exclusion, cases challenging the expulsion of handicapped students have generally ended in requiring schools to offer alternative placement to the students. Regarding the right to the least restrictive alternative, courts have maintained that a handicapped child cannot be excluded from the regular classroom or from regular extracurricular activities if otherwise qualified. In a case regarding discrimination against handicapped school employees, the Third Circuit Court upheld a lower court decision that struck down a school district policy of not hiring blind persons. These cases appear to produce more questions than answers, especially concerning the recourse available when rights are denied. (Author/JM)

ED 167 753 CE 019 761

Mathematics Used in Occupations: An Interrelated Guide.

Minneapolis Public Schools, Minn. Dept. of Vocational Technical Education.
Spons Agency-Minnesota State Dept. of Education, St. Paul. Pupil Personnel Services Section.; Office of Education (DHEW), Washington, D.C.
Note-656p.
Pub Type- Guides - Classroom - Teacher (052)
EDRS Price - MF03/PC27 Plus Postage.
Descriptors-*Curriculum Development, Fused Curriculum, *Integrated Curriculum, *Job Skills, Mathematical Applications, Mathematical Concepts, Mathematics, *Mathematics Curriculum, *Mathematics Education, Secondary Education, *Vocational Education

Intended for use by counselors and mathematics teachers, this guide brings together mathematical and occupational skills to form an interrelated curriculum. Eight occupational clusters are included as follow: (1) business and office, (2) communications, (3) construction, (4) hospitality, (5) manufacturing, (6) marketing and distribution, (7) personal service, and (8) transportation. The scope of each cluster is defined, and the major job areas within it are identified in conjunction with suggested vocational courses. A chart then shows the relation of the occupational courses to the mathematical concepts and the mathematical courses in which they are taught. Besides giving the occupational applications of the concept, the chart refers to the appendixes which contain examples of the mathematical problems encountered in the specific occupations. The mathematical skills applied include the following: areas and volumes; computer science; conics; geometry; decimals; basic arithmetic; exponents, roots, and powers; formulas and equations; graphs and tables; logarithms; logic and proof; matrices; measurement systems; parallels and perpendiculars; percents; perspectives and transformations; polynomials; calculus; products and factors; ratio and proportion; statistics and probability; trigonometry; and vector applications. (ELG)

ED 167 807 CE 020 279

Hoyt, Kenneth B.
Future Farmers of America and Career Education. Monographs on Career Education.
Office of Career Education (DHEW/OE), Washington, D.C.
Pub Date-Aug 78
Note-27p.; For related documents see ED 130 034, ED 131 281, ED 132 367, ED 132 428, ED 134 821, ED 134 905, ED 146 361, ED 162 158-160, CE 018 896-898, CE 020 110-111, and CE 020 278-283
Available from-Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402
Pub Type- Reports - Descriptive (141)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*Career Education, *Career Exploration, Community Involvement, National Organizations, *School Community Cooperation, Teacher Education, Teacher Responsibility, *Vocational Agriculture, *Youth Clubs, Youth Programs
Identifiers-*Future Farmers of America

This document is one in a series of monographs aimed at providing a narrative summary of ideas and thoughts gathered from particular community segments represented in a series of mini-conferences held to discuss the concept of collaboration in career education. In this monograph, the career education activities of the Future Farmers of America (FFA) are discussed. First, the FFA organization is described including its relationship to vocational agriculture instructional programs and to 4-H operations. Next the career education leadership efforts of the National FFA Center are reviewed. The career education responsibilities of vocational agriculture teachers are listed and several programs which help prepare vocational agriculture teachers to participate in career education are described. Finally, ways of re-establishing effective vocational education/career education relationships are suggested, based upon ideas expressed by participants in the mini-conferences. Appended are lists of mini-conference participants and of related issues and questions generated in the mini-conference. (The proceedings of each mini-conference are reported in detail in ERIC documents CE 020 110-111). (BM)

ED 167 843 CE 020 406

Mullins, Cecil J., Ed. Winn, William R., Ed.
Criterion Development for Job Performance Evaluation: Proceedings from
Air Force Human Resources Lab., Brooks AFB, Tex. Personnel Research Div.
Spons Agency-Air Force Human Resources Lab., Brooks AFB, Texas.
Report No.-AFHRL-TR-78-85
Pub Date-Feb 79
Note-194p.; Some pages may not reproduce clearly due to light print
Pub Type- Opinion Papers (120) - Reports - Research (143)
EDRS Price - MF01/PC08 Plus Postage.
Descriptors-Aptitude Tests, Armed Forces, Conference Reports, Cost Effectiveness, *Criterion Referenced Tests, Data Processing, Employment Qualifications, *Job Skills, Military Personnel, *Organizational Effectiveness, *Performance Criteria, Performance Specifications, Performance Tests, *Personnel Evaluation, Personnel Management, Problems, *Rating Scales, *Task Performance, Test Reliability, Test Validity, Work Sample Tests
Identifiers-United States

These conference proceedings contain statements from those concerned with various aspects of research on job performance measures. Following introductory remarks, the formal presentations of work and ideas include Air Training Command Interest in the Criterion Problem,'' by Donald E. Meyer, The Criterion Problem: A Personnel Management Perspective,'' by Wayne Sellman and Willibord T. Silva, Army Research in the Criterion Area: A Change of Emphasis,'' by J. E. Uhlaner and others, Navy Efforts in Criterion Development for Job Performance Evaluation,'' by Frederick A. Muckler, The Criterion Problems: An Overview of Evaluation and Measurement Research in the AFHRL Technical Training Division,'' by Philip J. DeLeo and Brian K. Waters, Overview of Advanced Systems Division Criterion Research (Maintenance),'' by John P. Foley, Jr., Criterion Problems,'' by Cecil J. Mullins and Forrest R. Ratliff, Rater Accuracy,'' by Joseph L. Weeks and Cecil J. Mullins, rating research reports by Eric D. Curton, Cecil J. Mullins, and others, Synthetic Criteria,'' by Cecil J. Mullins and others, and What is the Value of Aptitude Tests?'' by Raymond D. Christal. The report concludes with summary material provided by a panel of five research consultants from the civilian community who were invited to express their views on the work presented. (Author/CSS)

ED 168 097 CS 502 452

Kessler, Joan B.

An Overview of Research on the Use of Videotape in the Courtroom and in Legal Education.

Pub Date-Feb 79

Note-22p.; Paper presented at the Annual Meeting of the Western Speech Communication Association (Los Angeles, California, February 18-21, 1979)

Pub Type- Information Analysis (070) - Reports - Evaluative (142) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Civil Liberties, Communication (Thought Transfer), *Court Doctrine, Court Litigation, *Courts, Due Process, Higher Education, Justice, *Legal Education, *Legal Problems, Research, *Videotape Recordings

Identifiers-Communication Research

The literature and research about the courtroom use of videotape recordings and similar technology (such as the picturephone and closed circuit television) reveal conflicting opinions about the efficacy of using such technology in the courts. The major criticism seems to be about recording the testimony of witnesses, editing objectionable testimony, and showing the resulting videotape to the jury; this procedure arouses concern for the constitutional issues of right to confrontation, right to counsel and effective assistance of counsel, privilege against self-incrimination, and due process. Opponents argue that spatial and temporal discontinuities will result from editing procedures; and they wonder who should decide the ordering of testimony on the tape and how lawyers can effectively cross-examine a witness (during a videotape recording) without knowing how a judge will rule on challenges by opposing counsel. The advantages of videotape in trials are the speeding up of the judicial process (reducing courtroom time by a half to a third) and the deletion of inadmissable evidence before such evidence reaches the jury. The court decisions and research so far conclude that the "reel" and the "real" are roughly equivalent, with no impairment of legal rights resulting from videotape use. This positive response and the current use of videotape as a law school teaching aid indicate that major social changes in our view of courtroom justice are forthcoming. (RL)

ED 168 160 EA 011 434

Wages and Salaries Paid Support Personnel in Public Schools, 1978-79. Part 3 of National Survey of Salaries and Wages in Public Schools. ERS Report.

Educational Research Service, Arlington, Va.

Pub Date-79

Note-91p.; For related documents, see EA 011 432-433, ED 135 111, and ED 149 461

Available from-Educational Research Service, Inc., 1800 North Kent Street, Arlington, Virginia 22209 ($18.00; three-volume set of Part 1, Part 2, and Part 3, $50.00)

Pub Type- Numerical/Quantitative Data (110)

Document Not Available from EDRS.

Descriptors-Educational Finance, Elementary Secondary Education, *National Surveys, *Nonprofessional Personnel, *Paraprofessional School Personnel, Public School Systems, Salaries, School District Spending, *School Surveys, Statistical Data, Tables (Data), *Wages

This publication, part 3 of a three-part report, presents hourly wage rates and annual salaries actually being paid in school year 1978-79 by 1,100 public school systems to personnel employed in 10 select support positions. It provides data on the lowest, highest, and average hourly wage rates being paid to individuals in each of the 10 support positions surveyed plus the number of persons employed in each category. The categories include teacher aides (both instructional and noninstructional), building custodians, cafeteria workers, and school bus drivers. Also shown are the annual salaries being paid central-office secretaries/stenographers, accounting and payroll clerks, and clerk-typists; and the annual salaries paid school secretaries/stenographers and library clerks working in individual school buildings. (Author/LD)

ED 168 244 EC 113 909

Education of Cerebral Palsied Children in Western Australia.
Western Australian Council for Special Education, Churchlands.
Pub Date-Aug 75
Note-21p.; Report to the Minister for Education; For related information, see EC 113 910-911
Pub Type- Reports - Evaluative (142) - Information Analysis (070)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Cerebral Palsy, Elementary Secondary Education, *Foreign Countries, *Handicapped Children, Physically Handicapped
Identifiers-*Australia

The report summarizes the evaluation by the Western Australian Council for Special Education of the needs of the handicapped children enrolled at the Sir James Mitchell Spastic Center School. Findings regarding general issues in special education, cerebral palsied children in Western Australia, and educational alternatives and considerations are outlined; and recommendations concerning the Center's long term planning for handicapped children as well as the short term requirements for school children are offered. (SBH)

ED 168 269 EC 114 139

Beard, John E.
Gifted and Talented Guide Book.
Pub Date-77
Note-64p.; Best copy available
Pub Type- Reports - Descriptive (141) - Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-Art, *Class Activities, Dance, Dramatics, *Educational Programs, *Gifted, Language Arts, Learning Activities, Mathematics, Music, Sciences, Social Studies, *Talented Students

The guidebook describes an Ohio school program for gifted and talented students. Information is provided on the following topics: definition; rationale; program dates and highlights (1976-1977); objectives for coordination activities at the program level; specific activities for academic instruction in social studies, language arts, mathematics and science, visual and performing arts, and leadership ability; and local resources for gifted and talented students. Comprising nearly one-half of the document are nine appendixes, including a review of identification and placement procedures. (CL)

ED 167 825 CE 020 363

Report of the Committee on Adult Basic Education. Discussion Paper 01/79.

British Columbia Dept. of Education, Victoria.

Pub Date-Jan 79

Note-36p.

Pub Type- Reports - Research (143)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-*Adult Basic Education, Adult Education, Adult Education Programs, Adult Educators, Adult Students, Basic Skills, Census Figures, Educationally Disadvantaged, *Educational Needs, *Educational Opportunities, Educational Practice, Federal Programs, *Illiterate Adults, Literacy Education, Skill Development, Social Problems, Social Welfare, *Systems Approach, Unemployment

Identifiers-*British Columbia

Existing programs and needs for adult basic education (ABE) in British Columbia were assessed. A research committee examined adults' educational opportunities up to and beyond literacy levels. ABE was found, in general, to be an area of neglect and low priority. Adult needs remain high; for instance, census data reveals that nearly half a million adults have not gone beyond grade 8. Many family and psychological problems are associated with illiteracy. Nevertheless, present educational practices, such as inequitable tuition policies, inhibit adults' efforts to return to learning. Social and economic costs incurred through the educationally disadvantaged individuals' unemployment and welfare status are high. The Ministry of Education plays a minimal role in ABE services provision. The federal Department of Manpower has influenced educational practices throughout the provinces, but provisions have tended to be spasmodic. Each year ABE involves approximately 500 courses, 6,000 students, and 500 instructors throughout the province. The main prerequisite for closing the gap between needs and ABE provisions is an integrated and systematic approach. Although many goals and recommendations have been formulated, the principal recommendation is to regard ABE as an integrated system to aid in the amelioration of provincial problems in such areas as unemployment and social welfare. (CSS)

ED 167 866 CG 013 262

Entin, Alan D.

The Genogram: A Multigenerational/Family Portrait.

Pub Date-29 Aug 78
Note-11p.; Paper presented at the Annual Convention of the American Psychological Association (Toronto, Ontario, Canada, August, 1978); Not available in hard copy due to marginal legibility
Pub Type- Speeches/Meeting Papers (150) - Reports - Descriptive (141)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-Extended Family, *Family Counseling, *Family Problems, *Family Structure, *Group Therapy, Nuclear Family, Parent Child Relationship, *Psychological Patterns
Identifiers-*Family Tree, *Genogram

The genogram can be used in an initial interview, as an organizing conceptual approach to the study of a family system. As a family tree, the genogram is a portrait of a family system over time and space. It's a structural diagram of a family's three-generational relationship system an overview of emotional problems within the context of the family system. Multigenerational family survey highlights the important issues and relationship patterns as they emerge and repeat over the generations, and defines the problem within the larger context of the emotional system. Major concepts of Bowen's family systems theory and psychotherapy serve to clarify how the genogram can contribute to the organization of facts and characteristics of a family, while dissecting the emotional process in a way that focuses on the problem areas in a family and, thus, can define from the onset where to place the treatment strategies. (Author/PK)

ED 167 890 CG 013 287

Iutcovich, Joyce Iutcovich, Mark

Just for Fun: Alcohol and the College Student.

Pub Date-4 Sep 78

Note-28p.; Paper presented at the Annual Meeting of the American Sociological Association (73rd, September 4-8, 1978)

Pub Type- Speeches/Meeting Papers (150) -- Reports - Research (143)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-Adjustment (to Environment), *Behavior Patterns, College Students, *Drinking, Drug Abuse, Higher Education, Individual Differences, *Life Style, *Peer Influence, Perception, *Student Behavior, *Student Characteristics

The extent of drinking among college students (N 800) was investigated, to compare the consumption of various groups in terms of such variables as: age, sex, religious preference, class standing, type of living accommodation and type of college (i.e., religious vs. secular and co-ed vs. all female). Various life styles and their relationship to drinking behavior were examined, including: (1) the students' perceptions of how much other groups drink; (2) the extent of peer or adult influence on their own drinking behvaior; and (3) the thoughts that students have about their own drinking behavior. Results indicated that life styles, the aspect of sociability, and peer influence accentuate already learned behavior as well as encourage new behavior to be acquired within the college environment. (Author)

ED 168 007 CS 204 664

Starck, Kenneth Sudhaker, Anantha

Reconceptualizing the Notion of Journalistic Professionalism Across Differing Press Systems.

Pub Date-Aug 78

Note-28p.; Paper presented at the Annual Meeting of the Association for Education in Journalism (61st, Seattle, Washington, August 13-16, 1978)

Pub Type- Opinion Papers (120) - Speeches/Meeting Papers (150)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-Comparative Analysis, *Cross Cultural Studies, *Developing Nations, Foreign Countries, *Journalism, *Mass Media, *Media Research, Newspapers, Non Western Civilization, Research Methodology, Research Needs, Standards

Identifiers-*Professionalism

Contending that narrowly focused empirical research on comparative professionalism cannot produce a complete understanding of journalists in developing nations, this paper calls for the development of research methodologies and approaches that will examine journalistic professionalism in the context of the interdependence of mass media and society. Citing the shortcomings of the present empirical approaches, the paper presents a holistic and macroscopic approach for the study of comparative professionalism that draws upon the present situation of the press in developing nations. It then suggests that the journalist's history and sociocultural, political, and economic environment be explored, and concludes that such an approach is necessary to produce a workable conceptual framework with which to study and understand professionalism among journalists in developing nations. (FL)

ED 168 030 CS 204 734

Green, Ann

The How'' of Film and Composition.

Pub Date-78

Note-13p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (29th, Denver, Colorado, March 30-April 1, 1978)

Pub Type- Guides - Classroom - Teacher (052) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Composition (Literary), *English Instruction, *Film Study, Higher Education, Secondary Education, Teaching Methods, Teaching Techniques, *Visual Learning, Visual Literacy, *Writing Skills

Film and writing each resolve quite differently the problem of how to communicate. Still, film can demonstrate some underlying principles that are helpful to writers, especially those writers lacking understanding or skill in certain writing principles. There are at least five principles that both film and composition portray: the importance of context and focus, organizational principles, effective emphasis both by repetition and by the amount of time/space given to a particular idea or quality, juxtaposition for contrast and comment, and the effectiveness of concreteness versus generalities. These concerns suggest only some of the possibilities for using film study to visually emphasize and illustrate composition principles with film equivalents. (RL)

ED 168 052 CS 204 757

Parker, Robert P. Newton, Bryan
Writing in the Learning of Humanities: An Institute.
Pub Date- 78
Note-30p.; Report prepared at Rutgers, The State University ; Best copy available
Pub Type- Reports - Descriptive (141)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*Composition (Literary), Higher Education, Humanistic Education, Humanities, *Humanities Instruction, *Inservice Teacher Education, Institutes (Training Programs), Interaction, Interdisciplinary Approach, *Learning Processes, *Summer Institutes

A three-week institute at Rutgers University during the summer of 1977 attracted 49 college-level teachers representing a wide range of academic subjects. Organizers of the institute sought to involve these people in an intensive study of the numerous inherent possibilities for learning that writing activities offer to any subject area. The activities at the institute included comparing evaluations of student writing samples, listening to invited speakers, brainstorming about the synergistic reaction between writing activities and content area subject matter, and discussing techniques that combine writing with content learning. Following the institute, most participants moved to implement the ideas they encountered at these sessions; and 35 of them provided descriptions of follow-up'' work directly attributable to participation in the institute. These reports reflect changes in their approach to writing instruction, changes in their own writing habits, and their efforts to involve others in the writing behaviors and writing attitudes that the institute promoted. (RL)

ED 168 118 EA 011 380

Information Systems Plan.
Tulsa Public Schools, Okla.
Pub Date-Oct 78
Note-58p.; Prepared by the Information Systems Task Force; Pages 31-40 may be marginally legible
Pub Type- Reports - Evaluative (142)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-Computer Oriented Programs, *Electronic Data Processing, Elementary Secondary Education, *Information Needs, *Information Systems, Interviews, Program Planning, Records (Forms)
Identifiers-*Tulsa Public Schools OK

A task force sought to determine the information needs of the Tulsa Public Schools (Oklahoma) by studying goals of the school district, identifying all processes necessary for operation of the school system, and conducting interviews with 48 key members. A detailed information systems matrix was constructed to show the interrelationships between departments within the organization, the process essential to the operation of the schools, classes of data required, and necessary information systems. Among nine conclusions reached by the task force was that a district crisis in data processing appears imminent. The application approach'' being followed seriously restricts access to data, and there is excessive manual processing of data. Also, present data processing equipment, systems, and staff are inadequate. The task force made 12 recommendations, including that data processing capabilities should be upgraded immediately and an integrated data base developed; a long-term commitment must be made to the project; priority should be given to data bases in student, financial, and personnel records; and early emphasis should be given programs that directly serve students. A lengthy appendix discusses methodology, process definitions, current systems review, interviews, analysis of information systems needs, the information systems network, and risk assessment and prioritization. (Author/JM)

ED 168 181 EA 011 459

Johnson, Helen Watt

Do Principals Make a Difference? The Relationship Between Principal-Related Variables and Student Outcomes in IGE Schools. Technical Report No. 402.

Wisconsin Univ., Madison. Research and Development Center for Individualized Schooling.

Spons Agency-National Inst. of Education (DHEW), Washington, D.C.

Pub Date-Dec 78

Note-237p.; Doctoral Dissertation, University of Wisconsin; Table 1 and appendices may not reproduce clearly due to small print

Pub Type- Dissertations/Thesis (040) - Reports - Research (143)

EDRS Price - MF01/PC10 Plus Postage.

Descriptors-*Academic Achievement, *Administrator Role, Affective Behavior, Cognitive Development, Correlation, Elementary Education, *Elementary School Students, Multiple Regression Analysis, *Principals, Questionnaires, Research Methodology, Statistical Data, Statistical Studies, Tables (Data)

Identifiers-Pearson Product Moment Correlations

The purpose of this study was to determine whether or not the elementary school principal has an impact on the outcomes of schooling manifested by students and, if so, to determine the nature of the role of the principal in influencing cognitive and affective outcomes manifested by students. The three sets of principal-related variables used were background, leadership, and utilization of time. From a national sample of 41 Individually Guided Education (IGE) schools, a subsample of 28 principals was generated for use in the study. Pearson Product-Moment correlations, multiple regression analysis, and path analysis were used to analyze the data. In general, results showed that principals do make a difference in producing student outcomes. The principal-related variables were significantly related to student achievement in reading and math and to student self-concept. Suggestions for further study include (1) developing an instrument to measure students' perceptions of the principals' leadership, (2) studying other subsystems in the schooling process, (3) conducting additional studies using path analysis techniques, and (4) gathering data on individual students. (Author/LD)

ED 168 202 EA 011 490

Paddock, Susan C. And Others

Competency-Based Community Education Administration. Volume III: The Manual.

Arizona State Univ., Tempe. Southwest Regional Center for Community Education Development.

Spons Agency-Office of Education (DHEW), Washington, D.C.

Pub Date-79

Grant-G007701957

Note-94p.; For related documents, see EA 011 488-489; Not available in paper copy due to color of printing in original document

Pub Type- Reports - Evaluative (142) - Guides - Non-Classroom (055) - Numerical/Quantitative Data (110) ()

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-*Administrative Personnel, Administrator Evaluation, *Administrator Role, *Community Education, *Performance Based Education, Principals, Questionnaires, School Superintendents, *Skill Analysis, *Task Performance

Identifiers-*Quadrant Assessment Model

This manual is the result of a two-year study by Arizona State University involving identification and assessment of competencies needed in community education. The goal of the study is to help community educators (1) identify competencies needed for superintendents, principals, coordinators, and directors; (2) establish priority rankings for those competencies by role category; (3) assess actual performance of those competencies by role incumbents; (4) establish job descriptions for each of the roles; (5) identify areas needing role clarification; and (6) identify areas of role conflict. Chapters 1 and 2 discuss the procedures and theories that lead to competency identification and assessment. Chapter 3 details the steps necessary for identifying and validating ideal competency items, while Chapter 4 describes the actual assessment process. Analyses and suggested uses of the data are summarized in Chapter 5. An extensive appendix reproduces sample lists of competencies generated by workshops. (Author/LD)

ED 168 223 EC 113 504

Special Education Programs for Emotionally Disturbed Adolescents. A Directory of State Agency Services.

National Association of State Directors of Special Education, Washington, D.C.
Pub Date-Sep 78
Note-48p.
Available from-National Association of State Directors of Special Education, 1201 Sixteenth Street, N.W., Washington, D.C. 20036 ($3.00)
Pub Type- Reference Materials - Directories/Catalogs (132) - Reports - Research (143)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Consultants, Definitions, *Directories, *Emotionally Disturbed, Identification, Incidence, *School Services, *Secondary Education, *Special Programs, Student Placement

The directory, 80% of which consists of appendixes, is a compilation of information concerning secondary programs for the emotionally disturbed, based on replies to a National Association of State Directors of Special Education national survey. The principal section reports summary data relating to terminology and definition, prevalence, services available, personnel involved in service delivery, diagnosis and placement, program administration models, and provision of state consultants for programs for the emotionally disturbed. Some of the data is expanded and elaborated in appendixes, which list such things as state definitions of emotional disturbance, recommended test batteries for determining eligibility and placement, and prevalence figures. The appendixes also report types of services available in the states, caseloads of professionals serving emotionally disturbed students, state reports of quality programs for emotionally disturbed adolescents, and use of consultants by state education agencies. (Author/DLS)

ED 167 789 CE 020 240

Guidelines for Developing Sex Bias Free Vocational Education Programs in Small Secondary Schools in Alaska.

Alaska State Dept. of Education, Juneau.
Spons Agency-Office of Education (DHEW), Washington, D.C.
Pub Date-Jun 78
Note-36p.
Pub Type- Guides - Non-Classroom (055) - Legal/Legislative/Regulatory Materials (090)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Community Resources, Educational Assessment, *Equal Education, Federal Legislation, Federal Regulation, Females, Grievance Procedures, Instructional Materials, Personnel Needs, Program Administration, Program Development, Rural Schools, Secondary Education, Sex Discrimination, *Sex Fairness, Student Recruitment, Teacher Qualifications, Teacher Selection, *Vocational Education
Identifiers-Alaska, Education Amendments 1972, Education Amendments 1976

These guidelines, developed by a nine-member task force, were designed to help district administrators, curriculum planners, building principals/head teachers, vocational education directors, and teachers in small rural secondary schools in Alaska to plan, implement, and administer vocational education programs that are free of sex bias. The content is presented in five sections. The first, an introduction, covers women workers in the national work force and in Alaska, vocational education for women in Alaska, sex discrimination legislation, and definitions of terms. Then follows a brief section on philosophy, which presents a philosophical statement of the task force and planning guidelines. The third section, on the law and the task, first covers guidelines for developing a small, rural secondary vocational education program (learning activities, processes, and content) and vocational education personnel (roles, responsibilities, and competencies appropriate to the community); it then presents a personnel needs assessment model, facilities guidelines, and funding criteria. Finally, guidelines for evaluating vocational education instructional materials are presented (includes an evaluation checklist). A summary section and one on grievance procedures conclude this booklet. (EM)

ED 167 915 CG 013 321

Gillispie, Beth J. And Others

Counselor Training: Short-Term Client Systems. Training Manual for Counseling Skills. Participant Manual.

Spons Agency National Inst. on Drug Abuse (DHEW/PHS), Rockville, Md. Div. of Resource Development.

Report No.-NDACTRD-79-031P

Pub Date-Nov 78

Contract-271-75-4018; 271-78-4600

Note-179p.; May be marginally legible due to small print; Prepared by National Drug Abuse Center for Training and Resource Development

Available from-Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402

Pub Type- Guides - General (050)

EDRS Price - MF01/PC08 Plus Postage.

Descriptors-*Counselor Role, Counselors, *Counselor Training, Drug Education, Listening Skills, *Skill Development, *Systems Approach, *Training Techniques

This collection of training materials is designed for all persons currently or soon-to-be engaged in counseling roles, especially those working in substance abuse programs. The counseling techniques in this manual focus on the following areas of concern: (1) the nature of the helping relationship; (2) empathy, feelings, and interpersonal process recall; (3) attitudes and values; and (4) problem-solving strategies. Course goals, training objectives, client-counselor interaction scales, evaluation materials, and trainer qualifications are also provided. (HLM)

ED 167 939 CG 013 384

Benjamin, Libby Walz, Garry R.

Making Change Happen: A Workshop for Developing Change Agent Skills.

ERIC Clearinghouse on Counseling and Personnel Services, Ann Arbor, Mich.

Spons Agency-National Inst. of Education (DHEW), Washington, D.C.

Pub Date-79

Grant-400-78-0005

Note-95p.

Available from-ERIC/CAPS, 2108 School of Education, The University of Michigan, Ann Arbor, MI 48109 ($11.00)

Pub Type- Guides - Non-Classroom (055)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-Behavior Change, *Change Agents, Consultants, Counseling Services, *Counselor Role, Counselors, Educational Innovation, *Evaluation Methods, Informal Assessment, *Organizational Change, *Skill Development, Workshops

Identifiers-Information Analysis Products

A specific rationale to support counselors as change agents and a model counselors can use to develop change agent strategies are presented in this program guide. It is based on the idea that counselors are in an excellent position for influencing change and, at the same time, improving their own situation. This package may be used by anyone interested in directing the process of change in virtually any setting. It includes detailed instructions for workshop facilitators that accompany the text and participant materials. Designed to be presented over a three-day period, the workshop demonstrates, through the participants' experiences, a seven-step, systematic, sequential process that has been widely tested with many audiences for a number of years. These steps are: (1) establish the need; (2) build interactive relationships; (3) assess the situation; (4) generate options; (5) decide upon a goal; (6) facilitate adoption and implementation; and (7) refine and renew. (Author/LJS)

ED 167 986 CS 004 731

Hayes, Rosemary A.
Implementation of a Peer Tutoring Program.
Pub Date-78
Note-44p.; Introductory Practicum, Nova University
Pub Type- Reports - Descriptive (141)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*Behavior Change, *Behavior Problems, *Cross Age Teaching, Discipline Problems, Elementary Secondary Education, Inservice Programs, Program Development, *Reading Comprehension, *Reading Programs, Student Problems, *Tutoring

A peer tutoring program was implemented in a nongraded innercity school in an effort to decrease discipline problems specifically fighting and to increase the reading comprehension of both tutors and tutees. The target group consisted of 25 intermediate and junior high school students who tutored 25 intermediate and primary school students. The students were selected from the discipline referral files for the previous year and were paired according to age cycles, reading levels, and compatibility. Six reading resource teachers supervised the tutoring sessions, tutored the tutors, and used the results of the pretest data to develop lesson plans and to provide instructional materials. They also cooperated with classroom teachers in scheduling classes and in revising lesson plans according to the needs of the students. Critical activities and procedures used to develop project goals included individual instruction, diagnostic and remedial techniques, team-selected material, staff inservice, and conferences. The findings indicated that the program had positive results; the number of discipline referrals for fighting decreased in the school and reading comprehension increased. (Project-developed forms used to evaluate the program are appended.) (Author/FL)

ED 168 075 CS 502 401

Chaly, Ingeborg

International Analog Criticism: The Scandignation'' Addresses of Willy Brandt and Richard Nixon.

Pub Date-Nov 78

Note-49p.; Paper presented at the Annual Meeting of the Speech Communication Association (64th, Minneapolis, Minnesota, November 2-5, 1978) ; Best copy available

Pub Type- Opinion Papers (120) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-Comparative Analysis, Foreign Countries, *Leadership Styles, *Persuasive Discourse, *Political Issues, *Public Officials, Rhetoric, Speech Communication, *Speeches

Identifiers-*Brandt (Willy), *Nixon (Richard M)

The resignation speeches of West German Chancellor Willy Brandt and United States President Richard Nixon are compared and the rhetorical efficacy of each figure is assessed in this paper. Analog criticism is employed to support the argument that in the particular subgenre of scandignation'' addresses, Brandt came much closer than Nixon in achieving his objectives, repairing his tarnished ethos, and meeting the expectations of his auditors. (Author/FL)

Education of Hearing Impaired Children in Western Australia.
Western Australian Council for Special Education, Churchlands.
Pub Date-Nov 76
Note-75p.; Report to the Minister for Education; For related information see EC 113 909-911
Pub Type- Information Analysis (070)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-*Aurally Handicapped, Classification, Deaf, Educational Programs, Elementary Secondary Education, *Foreign Countries, Learning Characteristics, Teaching Methods
Identifiers-*Australia

The document summarizes the findings of the Western Australian Council for Special Education regarding the methodological and administrative problems involved in educating hearing impaired children. Following an outline of specific principles and recommendations relating to education of hearing impaired children are chapters focusing on the following topics: historical background of schools for the deaf in Western Australia; auditory impairments and its classifications; educational characteristics of children with impaired hearing and methods used in their education; educational facilities in Western Australia for children with impaired hearing; the Speech and Hearing Center's program; teachers of the deaf; and education of the adult deaf person with acquired hearing loss. Also included are a list of references and charts on classification. (SBH)

ED 168 270 EC 114 140

Bisshopp, Patricia, Comp.
Books About Handicaps for Children and Young Adults. The Meeting Street School Annotated Bibliography.
Meeting Street School, Providence, R.I.
Spons Agency-Rhode Island State Dept. of Education, Providence.
Pub Date-78
Note-66p.
Available from-Rhode Island Easter Seal Society, 667 Waterman Avenue, East Providence, Rhode Island 02914 (Available on request)
Pub Type -Reference Materials - Bibliographies (131)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-Attitudes, Aurally Handicapped, Blind, *Childrens Books, *Childrens Literature, Deaf, Emotionally Disturbed, *Handicapped Children, Learning Disabilities, Mentally Handicapped, Neurologically Handicapped, Physically Handicapped, Speech Handicapped, Visually Handicapped

The annotated bibliography lists 171 children's books designed to raise the awareness of handicapping conditions and to present to handicapped children and young adults situations and characters for positive identification. Annotations are arranged by the following handicapping conditions: deafness and hearing impairment, blindness and visual impairment, orthopedic handicaps, mental retardation and brain damage, learning disabilities, speech problems, and emotional dysfunction. Appendixes list titles available in paperback, publishers addresses, and resource reading. (CL)

ED 167 702 CE 017 896

Charters, Alexander N., Comp.

Adult and Continuing Education Collections in Syracuse University Libraries. A Descriptive List of Manuscript Holdings.

Syracuse Univ., N.Y. Publications Program in Continuing Education.

Pub Date-May 77

Note-204p.; For related documents see CE 017 897-898

Available from-Publications in Continuing Education, Education Media, 224 Huntington Hall, School of Education, Syracuse University, Syracuse, New York 13210 ($10.00)

Pub Type- Reference Materials - Directories/Catalogs (132)

EDRS Price - MF01/PC09 Plus Postage.

Descriptors-*Adult Education, *Adult Educators, *Archives, Letters (Correspondence), *Library Collections, *Organizations (Groups), Publications, Resource Materials, Speeches, Tape Recordings, Writing

Identifiers-*Syracuse University NY

This publication is a compilation of inventories of processed materials in the Archives and Manuscripts of Continuing Education at Syracuse University. Arranged alphabetically by the names of the individuals and organizations donating the materials, the shelf list describes the contents of each box individually. Preceding the shelf lists are background sketches of the donors, detailing their major contributions to the field of adult education, followed by descriptions of the organization and types of materials. For the most part, the printed documents consist of correspondence, organizational records, publication files, reports, speeches, and writings. Recorded tapes are also included in the collection. The oldest materials are dated 1924. As further materials are processed, the inventories will be updated. The twenty-four donors represented in this catalog are as follow: Adult Education Association, Adult Education Research Conference, American Foundation for Continuing Education, Association of University Evening Colleges, Center for the Study of Liberal Education for Adults, Alexander N. Charters, Commission of the Professors of Adult Education, Fund for Adult Education, Galaxy Conference, Andrew Hendrickson, International Congress of University Adult Education, Joseph W. Jacques, Alexander Liveright, National Association of Public School Adult Educators, National University Extension Association, George A. Parkinson, Bernard W. Reed, Robert E. Sharer, Paul H. Sheats, Syracuse University Publications in Continuing Education, Clarence H. Thompson, Willard Thompson, University Council on Education for Public Responsibility, and Coolie Verner. (ELG)

ED 167 720 CE 018 782

Bacza, Gerald L. And Others

Curriculum Guide for 9th Grade Career Exploration in Technology, Wahama School, Mason, West Virginia, 1977-1978.

Mason County Schools, Point Pleasant, W. Va.; West Virginia Univ., Morgantown. Coll. of Human Resources and Education.

Spons Agency-West Virginia State Dept. of Education, Charleston.

Pub Date-Jun 78

Note-137p.; For related documents see CE 018 781-784

Pub Type- Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC06 Plus Postage.

Descriptors-Affective Objectives, *Career Exploration, Cognitive Processes, *Communications, Course Content, Educational Objectives, *Grade 9, Junior High Schools, Learning Activities, *Learning Modules, Performance Based Education, Psychomotor Skills, Resource Materials, *Technology, *Trade and Industrial Education

Identifiers-*Project Open, West Virginia

The result of a curriculum development project known as Project Open, this curriculum guide offers a course on communication technology to ninth graders who are participating in the Career Exploration in Technology program and have completed the eighth grade course. Nineteen units form the subject matter of the guide: an introduction, visual communication technology, image recording, image projection, image design/layout, image carrier, image transfer, introduction to acoustic communication technology, acoustic communication, telegraph, telephone, magnetic reloading, phonograph, telecommunication technology, radio, television, videotape, computer, and satellite. Each unit gives an overview of its topic and objectives statement, followed by a detailed content outline, suggested time span, relevant resources, and a list of activities supportive to the content. The types of activities vary from class discussions, films, and demonstrations, to student design and construction of communication systems. Unit objectives are frequently divided into cognitive, affective, and psychomotor skills. References and resources include films, manuals, dictionaries, textbooks, and names and addresses of individuals and organizations who may be contacted for information. (For the final report of the project that developed this guide, see CE 018 781.) (ELG)

ED 167 737 CE 019 285

Wisconsin K-12. Career Education Consortium. Final Project Performance Report. Volume II of Two Volumes.

Wisconsin State Dept. of Public Instruction, Madison.

Spons Agency-Office of Career Education (DHEW/OE), Washington, D.C.

Pub Date-30 Jun 77

Contract-300-76-0331

Note-342p.; Not available in hard copy due to reproducibility problems; For related documents see CE 019 284-286, ED 132 284, ED 138 786, and ED 160 785-787

Pub Type- Reports - Descriptive (141)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-Career Awareness, Career Choice, Career Development, *Career Education, Changing Attitudes, *Consortia, Decision Making, Elementary Secondary Education, *Evaluation, Fused Curriculum, *Information Dissemination, Inservice Education, Interschool Communication, Job Placement, Methods, *Needs Assessment, Objectives, Occupational Guidance, Participant Characteristics, Problems, *Program Improvement, Questionnaires, Reports, School Districts, Self Actualization, Special Education, Work Attitudes

Identifiers-Education Amendments 1974, Wisconsin (Eau Claire), Wisconsin (Kimberly), Wisconsin (Madison), Wisconsin (Oregon), Wisconsin (Shawano), Wisconsin (Sheboygan), Wisconsin (Watertown)

This report contains accounts from seven Wisconsin school districts which participated in an incremental improvement project to demonstrate career education methods and procedures. The consortium district reports are from Eau Claire, Kimberly, Madison, Oregon, Shawano, Sheboygan, and Watertown. All presentations follow the same format: (1) major activities (including objectives, improvement activities, and learner outcome activities), (2) project participant summary, (3) evaluation of objectives, (4) anticipated project changes and/or problems, (5) dissemination activities, and (6) special activities. The project accounts deal with individual district activities rather than the district-wide activities. (CSS)

ED 167 961 CS 004 683

Estes, Thomas H.

The Paradox of Text: Will the Real Meaning Please Identify Itself?

Pub Date-Oct 78

Note-24p.; Paper presented at the Annual Meeting of the Southwest Regional Conference of the International Reading Association (7th, Little Rock, Arkansas, October 5-7, 1978)

Pub Type- Speeches/Meeting Papers (150) - Opinion Papers (120) - Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Advance Organizers, Comprehension Development, Language, Literary Analysis, Literature Appreciation, Motivation Techniques, *Questioning Techniques, *Reading Comprehension, *Reading Instruction, *Reading Processes, *Semantics, Teaching Methods

The central feature of language is symbolic meaning, and the act of reading is a part of the symbolic process that characterizes human life. Meaning occurs as a result of interpretation in a context, not as a result of response or reaction. Signs have a literal meaning in a specific context, while symbols have a figurative meaning in an implicit context of metaphor. A question of principle how does what we read mean? and a question of practice how can reading be made meaningful? may be posed. Perhaps the teaching of reading comes down to making reading more interesting and less tough. Two half-truths about meaning should be dispelled: that text has a single meaning and, at the opposite extreme, that a text means anything any reader wants to claim. In fact, meaning is not in'' anything because it is not a thing but a happening or process. To make reading meaningful, teachers can involve readers in decisions about text, after facilitating the connections on which meaning is built by asking questions. Their questions should be designed to elicit divergent and creative thinking and to build the curiosity and interest that might make reading more interesting and less tough. (Illustrative discussion questions are posed about a familiar nursery rhyme.) (GT)

ED 168 139 EA 011 412

Hamilton, David

Classroom Research and the Evolution of the Classroom System. (Some Interim Papers.)

Glasgow Univ., Scotland. Dept. of Education.
Spons Agency-Social Science Research Council, London (England).
Pub Date-Dec 78
Grant-HR/5127
Note-115p.; Not available in paper copy due to marginal legibility of original document
Pub Type- Historical Materials (060)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-*Classes (Groups of Students), *Classroom Research, Educational Change, Educational History, Educational Philosophy, Educational Research, Elementary Secondary Education, *Grouping (Instructional Purposes), *School Organization, Self Contained Classrooms
Identifiers-Calvinism, Industrial Revolution, Scotland (Glasgow)

This study reports a preliminary investigation into the origins, assumptions, and practices of one of the most widespread innovations in schooling: the classroom system. Material for the historical study is drawn from sources in Glasgow, Scotland, where the combined influences of Calvinist theology, Scottish-French philosophy, and the industrial revolution created a solution to the emerging problems of mass schooling, which in the years that followed, was exported all over the world. The theoretical underpinning of the report is that the classroom system, like all educational systems, can best be studied as a form of production tied into the general productive systems of society. That is, it is a social and ethical mechanism for realizing, transforming, and distributing the cumulated experience of humanity. (Author/JM)

ED 168 161 EA 011 436

Campaigning for Fair School Finance: Cases in Point.
League of Women Voters Education Fund, Washington, D.C.
Pub Date-Aug 78
Note-80p.
Available from-League of Women Voters of the United States, 1730 M Street, N.W., Washington, D.C. 20036 ($3.00; quantity discounts)
Pub Type- Guides - General (050) - Reports - Descriptive (141)
Document Not Available from EDRS.
Descriptors-Change Strategies, *Community Service Programs, *Educational Finance, Elementary Secondary Education, *Equal Education, Equalization Aid, *Finance Reform, Program Descriptions, Program Guides, *Public Affairs Education
Identifiers-Idaho, New Jersey, South Carolina, Voter Education Programs

This report describes League of Women Voters citizen education campaigns concerning the financing of public schools. Launched in South Carolina, New Jersey, Idaho, Vermont, Missouri, California, and Maine, the campaigns were aimed at raising public awareness and interest in the issues and problems involved in funding public schools, thereby creating an atmosphere in which legislative reform could take place. In South Carolina, the citizen education campaign launched in 1973 was instrumental in defining the issues and developing grass-roots understanding that made reform legislation possible. In Missouri, a citizen education campaign helped prepare the way for a governor's conference on education that led to reform legislation. And in California, the education campaign helped increase public understanding of a major court ruling, sweeping new 1977 school finance legislation, and the school finance implications of a controversial constitutional amendment. The report details how the education campaigns were mounted, how they fared, and what can be learned from the experience. It explains the history of, and issues involved in, school finance reform and includes a chapter on 15 basic ingredients for a fair school finance campaign. (Author/JM)

ED 167 754 CE 019 871

Women in Nontraditional Jobs: A Conference Guide. Increasing Job Options for Women.

Women's Bureau (DOL), Washington, D.C.
Pub Date-78
Note-65p.; For related documents see CE 019 143 and CE 019 872-873
Available from-Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (Stock Number 029-002-00051-7)
Pub Type- Reports - Descriptive (141)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-Administrator Guides, *Affirmative Action, Career Development, Career Opportunities, Community Programs, *Conferences, Employers, *Employment Opportunities, Equal Opportunities (Jobs), Females, Job Development, Managerial Occupations, Professional Occupations, Program Administration, *Program Development, Skilled Occupations, *Working Women
Identifiers-*Nontraditional Occupations

Designed to help organizations interested in expanding job options for women to plan and hold a community-based conference on nontraditional jobs, this guide outlines basic steps in planning, provides information about successful programs, and makes suggestions about how to deal with the mechanics of a conference. Following an introduction which presents the barriers to and advantages of nontraditional employment for women, a section on preliminary planning discusses the conference coordinator, community analysis, choosing a theme, the planning committee, and participants. The next section, Program,'' deals with format, subject areas, speakers, panels, workshops, lunch, and audiovisuals and exhibits. The following section, Conference Procedures,'' covers finances, timing and site, invitations, facilities and equipment, registration, briefing sessions, publicity, and the conference report. The section on follow-up includes evaluation, planning the committee meeting, and closing out. The appendixes include a resource list of publications, slides, and films; a checklist of things to do before and after the conference; samples of a press release, announcement of reception and briefing, registration form, program, and letter of invitation; and a list of Women's Bureau Regional Offices. (LMS)

ED 167 772 CE 020 134

McKinney, Floyd L. And Others

Interpreting Outcome Measures in Vocational Education: Executive Summary.

Ohio State Univ., Columbus. National Center for Research in Vocational Education.

Spons Agency-National Inst. of Education (DHEW), Washington, D.C.

Pub Date-Sep 78

Contract-400-77-0700

Note-24p.; For a related document see CE 020 135

Pub Type- Reports - Descriptive (141)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Data Analysis, *Educational Accountability, Evaluation Criteria, Job Placement, *Program Effectiveness, Program Evaluation, *Vocational Education

Identifiers-United States

The project summarized here focuses on the interpretability of vocational education outcome data. The booklet first covers the project problem and background, project objectives, general plan of operation, and the analysis of extant data bases in vocational education. It then discusses a case study of differences in job placement rates reported by states, including the case study questions, sample design, conclusions, differences in high and low placement states, suggested research hypotheses, and suggested guidelines for using placement data as reported by states. Finally, the booklet presents the titles of three papers commissioned for the project, the topics considered at a project-sponsored national conference on vocational education outcome measures, a description of a handbook on vocational education measures, and nine project conclusions. (EM)

ED 167 808 CE 020 281

Hoyt, Kenneth B.

Refining the Concept of Collaboration in Career Education. Monographs on Career Education.

Office of Career Education (DHEW/OE), Washington, D.C.

Pub Date-Aug 78

Note-33p.; Not available in hard copy due to small print; For related documents see ED 130 034; ED 131 281, ED 132 367, ED 132 428, ED 134 821, ED 134 905, ED 146 361, ED 162 158-160, CE 018 896-898, CE 120 110-111, and CE 020 278-283

Available from-Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (Stock Number 017-080-01986-8)

Pub Type- Opinion Papers (120) - Information Analysis (070)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-*Career Education, *Community Involvement, *Community Organizations, *Definitions, Economic Education, Program Coordination, Program Improvement, *Program Planning, Public Relations, *School Community Cooperation, Vocational Education

This monograph represents a collaborative attempt to contribute to the definition and understanding of career education. The monograph begins with a conceptual view of career education as a collaborative community effort. The concepts themselves have been derived from interactions with over 200 persons selected as (1) philosophical leaders in the career education movement and (2) individuals representing a variety of community organizations holding potential for contributing to the career education efforts in selected communities across the nation. The second portion of this document is devoted primarily to the thoughts of twenty-four individuals, each from a particular kind of community organization coupled with selected community career education coordinators. These thoughts are summarized under the following categories: (1) Determining What Needs to Be Done in Career Education Collaborative Efforts; (2) Who Is Responsible for Initiating Collaborative Efforts in Career Education?; (3) Career Education and Economic Education: Should They Join Together?; (4) What Should Be the Composition of a Community Collaborative Council?; (5) What Kinds of Issues Should Be Considered by Community Collaborative Councils?; (6) Should There Be a Separate Council for Vocational Education and Another for Career Education?; (7) How Can a Community Collaborative Career Education Effort be Sustained?; and (8) How Can an Effective Public Relations Effort for Career Education Be Conducted? (The thoughts and ideas included in this monograph were gathered from a series of mini-conferences reported in ERIC documents CE 020 110-111.) (BM)

ED 167 826 CE 020 364

Zimmerman, Lillian Trew, Marsha

A Report on Non-Traditional Learning Programs for Women at B.C. British Columbia Dept. of Education, Victoria.

Pub Date-Jan 79
Note-67p.; For a related document see CE 020 365
Pub Type- Opinion Papers (120) - Reports - Research (143)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-*Access to Education, Adult Students, Change Strategies, Counseling, Educational Alternatives, *Educational Needs, Educational Opportunities, Educational Research, Females, Higher Education, Information Needs, Job Training, Noncredit Courses, *Nontraditional Students, Part Time Students, Policy Formation, *Postsecondary Education, Problems, *Program Development, Skill Development, *Womens Education
Identifiers-*British Columbia, Womens Access Programs

Women's educational needs and the viability of postsecondary institutions are inextricably bound. Women are in transition. Increasingly entering the labor force, women see postsecondary institutions as a means of accomplishing new occupational goals. Now a postsecondary student majority, they are, because of their age, part-time status, and large numbers, considered nontraditional. While some exemplary programs for women exist at British Columbia's postsecondary institutions, most nontraditional learning opportunities are ad hoc, peripheral, fragmented and demonstrate a lack of institutional commitment. An institutionally based Women's Access Program should be adopted. Planning and implementation guidelines for such a program have been developed and are included in this report. Program goals are to assist women in obtaining access to postsecondary institutions and community services and resources, and to assist institutions in modifying practices which present barriers to women. Recommendations to the Ministry of Education and a plan to assist institutions achieve these goals have been formulated. Hopefully, institutions will adopt policies which accommodate the needs of women learners. (Author/CSS)

ED 167 844 CE 020 418

Munro, Allen Towne, Douglas M.

Research on Self-Directed Learning to Meet Job Performance Requirements. Final Report.

University of Southern California, Los Angeles. Behavioral Technology Labs.
Spons Agency-Advanced Research Projects Agency (DOD), Washington, D.C.; Office of Naval Research, Washington, D.C. Psychological Sciences Div.
Report No.-ONR-NR-154-397
Pub Date-Feb 79
Contract-N00014-77-C-0328
Note-22p.
Pub Type- Reports - Research (143)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Adult Education, Adult Education Programs, Adult Learning, *Cognitive Processes, Cognitive Style, Communication (Thought Transfer), Complexity Level, *Computer Assisted Instruction, Educational Research, Equipment Maintenance, Information Dissemination, Job Analysis, Job Skills, Memory, Methods Research, *Military Personnel, *On the Job Training, Program Evaluation, Reading Improvement, *Reading Skills, Selection, Task Performance
Identifiers-Navy, *Self Directed Learning, *Text Type

Over a two-year period, research was conducted primarily in two areas of cognitive strategies for on-the-job training (OJT). The first area was the development and testing of a computer-based training system to improve selectivity in text processing in order to improve performance during OJT. The second area was the exploration of text-type effects on learning from text. Preliminary results from this research suggest that learning from text may be measurably improved through the application of text processing techniques appropriate to the type of text being read. In addition to producing computer programs for training in selective text processing, the research staff also produced four technical reports, two chapters in books, and three papers for professional meetings. (Author/CSS)

ED 167 867 CG 013 263

Gerber, Gwendolyn L.

The Role of the Psychologist Assessment and Treatment of Child Abuse.

Pub Date-78
Note-15p.; Paper presented at the Annual Convention of the American Psychological Association (Toronto, Ontario, Canada, August, 1978)
Pub Type- Speeches/Meeting Papers (150) - Information Analysis (070)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Child Abuse, *Counselor Role, *Crisis Therapy, Family Counseling, *Family Problems, Group Counseling, *Parent Child Relationship, Parent Counseling, *Psychologists

In the field of child abuse, the psychologist's role is twofold: assessment of the dynamics involved in the particular case, and treatment. The psychologist's assessment could provide relevant information concerning whether to remove a child from the home, whether there is a danger to siblings, or whether the case would be amenable to treatment. Furthermore, an assessment of the dynamics of child abuse necessitates a professional understanding of a complicated interaction of social and personal factors. Family group interviews, which may include members of the extended family, may be utilized in treating a case of child abuse, a psychologist may also use a range of therapeutic techniques, such as group therapy, crisis therapy, couples therapy and family therapy. A case where such techniques were employed is provided in the presentation. (Author/PK)

Bailey, Bruce E. And Others

Wilderness Therapeutic Camping: An Alternative Treatment Approach for the Juvenile Offender.

Pub Date-3 Nov 78

Note-16p.; Paper presented at the Annual Meeting of the Texas Psychological Association (Dallas, Texas, November 3, 1978)

Pub Type- Speeches/Meeting Papers (150) - Reports - Descriptive (141)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Camping, *Delinquent Rehabilitation, Delinquents, Disadvantaged Youth, *Group Therapy, Program Evaluation, Recreational Activities, *Recreational Programs, *Rehabilitation Counseling, *Therapeutic Environment, Youth Problems

The Crockett Therapeutic Wilderness Camp, a program designed as a remedial group treatment program for juvenile delinquents and conducted by the Texas Youth Council, is described. The review addresses the following areas: student population; camp life routines; treatment strategies; and program evaluation procedures. (HLM)

ED 168 008 CS 204 671

Williams, Frederick

Social Class Differences in Communication.

Pub Date Aug 78

Note-10p.; Paper presented at the Annual Meeting of the Association for Education in Journalism (61st, Seattle, Washington, August 13-16, 1978)

Pub Type- Information Analysis (070) - Opinion Papers (120) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Behavior Patterns, *Communication (Thought Transfer), Economically Disadvantaged, Information Theory, Language Research, *Linguistic Patterns, *Mass Media, Research Needs, Social Class, *Social Differences, *Social Stratification, Television Viewing

Language and Poverty,'' a volume published in 1970 that dealt with various topics concerning langauge and social class differences, argued that in educational programs for the children of the poor it is important not to confuse differences with deficits. It indicated that poor children had adequate language structures and skills for their environments and that comparing their language to standard American English and calling the difference a deficit had no basis in linguistic or communication theory. Since then, language programs have moved to more pluralistic strategies of instruction. Differences in situations demand different language behavior of people, which suggests the concept of communication repertoire'' the combination of the communication needs of an individual and the ability to meet those needs. Media usage by lower class people for entertainment and escape and by middle class people for hard information is perhaps an example of socially stratified communication behavior. Theoretical attention should be paid to the proposition that an individual's range of spoken behaviors fits with the range of media behaviors, together forming a communication repertoire that correlates with social stratification. (TJ)

ED 168 031 CS 204 735

Cain, B. J. Comings, John P.

The Participatory Process: Producing Photo-Literature.

Spons Agency-Agency for International Development (Dept. of State), Washington, D.C.; Massachusetts Univ., Amherst. Center for International Education.
Pub Date-77
Note-44p.
Available from-Center for International Education, Hills House South, University of Massachusetts, Amherst, Massachusetts 01003 ($2.00 paper)
Pub Type- Guides - Classroom - Teacher (052)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-*Adult Basic Education, Instructional Aids, Photocomposition, *Photography, Reading Improvement, *Reading Materials, Reading Programs, Resource Guides, *Student Developed Materials, *Student Participation, Visual Arts
Identifiers-*Book Production, *Photoliterature

On the assumption that client-centered participatory education is pedagogically superior to other methods designed for adults of low reading ability, this manual outlines classroom-tested techniques for developing ``fotonovelas'' printed media in which photos are arranged in the sequence of a dramatic story and the plot is conveyed through dialogue bubbles. After considering various rationales for learner-produced materials, the manual discusses the participatory process, focuses on the relationship between the facilitator and participants, and answers technical questions regarding the production of photo-literature. The final section provides norms for evaluating materials and suggests some options for varying the process. (MAI)

ED 168 053 CS 204 758

Weaver, Constance

Grammar for Teachers: Perspectives and Definitions.

National Council of Teachers of English, Urbana, Ill.

Pub Date-79

Note-171p.; Some small print may be marginally legible

Available from-National Council of Teachers of English, 1111 Kenyon Road, Urbana, Illinois 61801 (Stock No. 18763, $5.50 member, $6.50 non-member)

Pub Type- Books (010) - Information Analysis (070)

EDRS Price - MF01/PC07 Plus Postage.

Descriptors-English Education, *English Instruction, *Grammar, Language Research, *Language Usage, Punctuation, Reading Skills, *Sentence Structure, *Structural Grammar, Teacher Education, *Transformation Generative Grammar, Writing Skills

Intended for preservice and inservice teachers at all educational levels, but especially for those in English education classes, this book examines the foundations of grammar instruction and supplies some definitions and examples of grammar usage. Part one of the book explores relevant language research, reasons for teaching grammar, the psycholinguistic nature of language processes, and ways to assess and assist students in their reading and writing of the English language. The second part of the book is essentially a grammar handbook, discussing the principles of grammar in three contexts: as product, according to the traditional and structuralist viewpoints; as process, reflecting the attitudes of transformationalists; and as a guidebook, helping writers to learn certain conventions of mechanics (in this particular case, the punctuation of clauses and their reductions). (RL)

ED 168 076 CS 502 409

Rostow, Eugene V.

The Case for Congressional Action to Safeguard the Telephone Network as a Universal and Optimized System.

American Telephone and Telegraph Co., New York, N.Y.

Pub Date-75

Note-53p.; Memorandum prepared for the American Telephone and Telegraph Company for use in the November 1975 Hearings before the Subcommittee on Communications of the U.S. House of Representatives Committee on Interstate and Foreign Commerce

Pub Type- Legal/Legislative/Regulatory Materials (090) - Opinion Papers (120)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors-Communications, *Federal Legislation, Information Networks, Telecommunication, *Telephone Communications Industry, *Telephone Communication Systems, *Utilities

Identifiers-*Federal Communications Commission

Prepared by a consultant for the American Telephone and Telegraph Company (ATT), this memorandum contends that recent decisions by the Federal Communications Commission (FCC) have violated the provisions of the Communications Act of 1934 that assured the maintenance and improvement of the integrated switch telephone network managed by ATT and its affiliates in partnership with the independent telephone companies. Following a brief introduction to the subject, the first major section of the memorandum discusses the development of the telephone industry before 1968. Specific areas covered in this section include the telephone industry's end-to-end'' responsibility for service, the goal of universal service and its implications for rates, and the relation of Western Electric to the telephone network. The second section deals with the FCC's departure from the statutory rule of network unity and provides information on the first cases leading to this situation, restrictions on the competitive response of the general-service telephone companies, customer-owned equipment, and the economic consequences of the recent FCC decisions. The final section presents a summary of the key issues in the continuing debate concerning communications policy. (FL)

ED 168 119 EA 011 385

Abramowitz, Susan And Others

High School '77: A Survey of Public Secondary School Principals.

National Inst. of Education (DHEW), Washington, D.C.

Pub Date-Dec 78

Note-107p.

Pub Type- Tests/Questionnaires (160) - Reports - Research (143)

EDRS Price - MF01/PC05 Plus Postage.

Descriptors-Administrator Attitudes, Bureaucracy, Charts, Educational Problems, Educational Research, High School Curriculum, High School Organization, *National Surveys, *Organizational Effectiveness, Principals, *Program Effectiveness, *Secondary Education, Statistical Data, Tables (Data)

This report gives the results of a 1977 survey of secondary school principals by the National Institute of Education, Washington D.C. The purpose of the study was to empirically describe high school organization and programs and how they are affected by federal, state, and district characteristics. The results of the survey counteract many existing criticisms of today's high schools. For example, the extent of individual attention and organizational flexibility appear to be broader than is commonly thought. In addition to offering the basics, high schools provide considerable program diversity. The findings provide data to help administrators make more informed decisions about the problems high schools face in the areas of organization, management, and finance. (Author/LD)

ED 168 203 EA 011 491

Fetter, Wayne R.

Report of a Study: Liability Insurance Practices for Indiana School Corporation Personnel.

Pub Date-Apr 79

Note-18p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, California, April 8-12, 1979); Not available in paper copy due to marginal legibility of original document

Pub Type- Speeches/Meeting Papers (150) - Reports - Research (143) - Numerical/Quantitative Data (110) ()

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-Administrative Personnel, Administrator Attitudes, Elementary Secondary Education, *Insurance Programs, Legal Responsibility, School Systems, *Statistical Analysis, Teachers

Identifiers-*Indiana

This study of 50 rural and 50 urban randomly selected Indiana school districts was conducted to investigate current liability insurance practices of public school districts in the state. The districts were surveyed on the number and character of suits against either the district or professional school district personnel, amount of current liability insurance protection carried by the district, degree of legal representation of the district and district personnel, and opinions of respondents about educational malpractice. Responses were received from 52 percent of the urban sample and 68 percent of the rural sample. Among the conclusions are that urban districts and personnel are more likely to be involved in liability suits than are rural districts and personnel; most liability actions are brought on the grounds of negligence or personal injury; urban districts provide for more types of liability, greater amounts of coverage, and larger deductible amounts than do rural districts; and urban districts pay more than twice the yearly fee for legal services dealing with personal liability than do rural districts. (Author/IRT)

ED 167 916 CG 013 322

Speer, David C.

Effects of Executive Policy on Client Consent and Participation Rates, and Exemplifying Outcome Results.

Pub Date-31 Aug 78
Note-31p.; Best copy available; Paper presented at the Annual Convention of the American Psychological Association (86th, Toronto, Ontario, Canada, August, 1978)
Pub Type- Speeches/Meeting Papers (150) - Reports - Descriptive (141)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Administrative Personnel, Administrator Role, *Community Health Services, *Evaluation Methods, Leadership Responsibility, *Mental Health Clinics, Office Management, *Program Development, *Program Effectiveness, Staff Role, *Systems Approach

The two-year process of establishing and implementing a by-mail outcome evaluation system in a community mental health center is described. The effect of active executive leadership and the subsequent effects of staff cooperation on client participation rates are discussed, as well as specific responsibilities of the program manager. Illustrative program outcome results are also reported. (Author)

ED 168 098 CS 502 454

Weaver, Richard L., II

Kindling the Creative Spark.

Pub Date-79
Note-14p.; Study prepared at Bowling Green State University
Pub Type- Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Communication (Thought Transfer), *Creativity, Higher Education, *Speech Communication, Student Evaluation, *Teacher Attitudes, Teaching Methods

Encouraging creativity is an important aspect of communication instruction. Qualities to be encouraged include sensitivity, flexibility, originality, imagination, perception, and the ability to analyze. A teacher can do this by creating the proper atmosphere, generating ideas, focusing on content, and applying content. Creativity can be evaluated with written or oral comments of praise, by using a dual grading system, or by some other method; however, evaluation must be seen by students as an integral part of all efforts and it must be done consistently if it is to be seen as important. (TJ)

ED 168 182 EA 011 460

Sabulao, Gloria A. And Others

Selected Cost-Size Relationships of High School Districts Having One Attendance Center in Illinois.

Illinois State Univ., Normal. Center for the Study of Educational Finance.

Spons Agency-Illinois School Problems Commission, Springfield.; National Conference of State Legislatures, Washington, D.C.; National Inst. of Education (DHEW), Washington, D.C.

Pub Date-Jan 79

Note-36p.

Available from-Center for the Study of Educational Finance, Department of Educational Administration and Foundations, Illinois State University, 331 DeGarmo Hall, Normal, Illinois 61761 ($3.00)

Pub Type- Reports - Research (143) ()

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-*Costs, *Educational Administration, Instruction, *Operating Expenses, *Program Costs, *School Size, Secondary Education, Small Schools

Identifiers-Economies of Scale, *Illinois

This study attempted to determine the relationship between average daily attendance (ADA) and costs in 72 Illinois high schools having only one attendance center. Costs included administrative, instructional, and operational costs. The schools were divided into three populations, namely all those under 5,000 ADA, those less than 2,000 ADA, and those less than 1,000 ADA. Data were obtained from records of the Illinois Office of Education, and both linear and curvilinear regression were employed. Regarding administrative costs, findings show that for all three populations there is economy of scale (lower costs associated with large enrollments), although there is some evidence of increasing costs beyond an optimal point. Instructional costs rise in schools below 1,000 ADA. Regarding operational costs, only the population of small schools showed economies of scale. Findings suggest that for at least smaller high schools there are economies of scale when size increases, although some of the findings are ambiguous. Results indicate that economy can be achieved by eliminating very small high schools. (Author/JM)

ED 168 224 EC 113 505

A High School Internships Program in Career Education for the Gifted and Talented. Final Report.
Eugene School District 4J, Oreg.
Spons Agency-Office of Education (DHEW), Washington, D.C.
Report No.-544AH70621
Pub Date-Jul 78
Grant-G00700051
Note-109p.; For the projects dissemination packet, see EC 13 506
Pub Type- Reports - Evaluative (142)
EDRS Price - MF01/PC05 Plus Postage.
Descriptors-*Career Education, *Gifted, *Internship Programs, Senior High Schools, *Talented Students
Identifiers-*Oregon (Eugene)

The booklet presents the final report of an evaluation of a high school internship program in career education for the gifted and talented in Eugene, Oregon. Program problems discussed involve such aspects as recruiting sponsors, coordination, selecting interns, and program expectations. Among the findings reported are that students did develop greater awareness of their career goals, aptitudes, and interests as a result of the program; that students adjusted quickly and well to work site demands, except where there was insufficient agreement on the role the student would play: and that students clearly grew in their understanding of the kind of organization in which they were placed, but did not demonstrate the ability to generalize about the qualities, skills, and knowledge of executives or managers. Recommendations presented center around the areas of program coordination/management and program goals. Summaries and analyses of interviews with several of the students are also provided, along with a list of evaluation activities and timelines. Included in the appendixes are evaluation worksheets and questionnaires. (DLS)

ED 168 246 . EC 113 911

Education of Visually Handicapped Children in Western Australia.
Western Australian Council for Special Education, Churchlands.
Pub Date-Mar 78
Note-57p.; Report to the Minister for Education; For related information, see EC 113 909-910 ; Parts of appendix marginally legible due to small print
Pub Type- Information Analysis (070)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-Educational Programs, Elementary Secondary Education; *Foreign Countries, Postsecondary Education, Preschool Education, *Visually Handicapped
Identifiers-*Australia

The report focuses on the education of visually handicapped children in Western Australia. Chapter 1 deals with the medical terminology of visual impairment and related educational issues. An historical review is the content of a second chapter, and Chapter 3 provides information on educational programs for visually handicapped children at the preschool, primary, secondary, and post-secondary levels. A final chapter presents recommendations made by the Western Australian Council for Special Education regarding changes in the system of educational services for the visually handicapped. Among suggestions are that a centrally located library and reference center be established and that all teachers working with students using brailled materials receive an adequate braille training course before appointment. (SBH)

ED 168 271 EC 114 141

Gill, Douglas H. Sankovsky, Ray

Cross-Training Vocational & Special Educators: Report of a Workshop.

Georgia Southern Coll., Statesboro.

Pub Date-78

Note-63p.; Print on some pages is marginal and may not reproduce well

Pub Type- Reports - Descriptive (141)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors-*Handicapped Children, *Mainstreaming, Secondary Education, *Teacher Attitudes, *Teacher Workshops, *Vocational Education

The report describes a 6-week workshop which provided cross-training to 11 trade and industry vocational teachers and 104 secondary special education teachers. Workshop goals and objectives are reviewed and training activities explained. Evaluation data is said to indicate positive influences on the attitude of participating vocational teachers towards handicapped students and mainstreaming and increased positive attitudes between special and vocational educators. Among 11 appendixes are sample workshop evaluation forms and vocational lesson plans. (CL)

ED 167 790 CE 020 241

Dickinson, Gary
Contributions to a Discipline of Adult Education. A Review and Analysis of the Publications of Coolie Verner. Occasional Papers in Continuing Education. Number 18, February 1979.
British Columbia Univ., Vancouver. Center for Continuing Education.
Pub Date-Feb 79
Note-67p.
Available from-Centre for Continuing Education, The University of British Columbia, Vancouver, Canada V6T 1W5 ($2.00)
Pub Type- Reference Materials - Bibliographies (131)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-Adoption (Ideas), *Adult Education, Adult Educators, Adult Learning, Definitions, Diffusion, Discipline, Educational History, Educational Innovation, Educationally Disadvantaged, Educational Philosophy, *Educational Research, *Educational Theories, Learning Processes, Participant Characteristics, *Professional Education, *Publications, *Systems Approach
Identifiers-*Verner (Coolie)

To examine Coolie Verner's contributions to the study of adult education as a systematic discipline, the author of this paper reviews and analyzes Verner's publications from 1950-1975. The first of five sections describes this as a period of rapid growth for the adult education field. Verner is depicted as a leader in developing a substantive body of knowledge for adult education and in diffusing that knowledge through graduate programs and publications. Section 2 identifies Verner publications by year, field of interest, format, and content. Content is categorized as transitory (personal beliefs/experiences, practice techniques, program descriptions, and book reviews) or substantive (empirical research, interpretative literature, reviews/bibliographies, theoretical formulations, and historical). Section 3 addresses qualitative aspects of Verner's work by examining the author's attempts to encourage consistency and precision in defining terms and classifying processes. Section 4 analyzes the impetus and implications of four major themes apparent in Verner's work: diffusion and adoption, history of the field, participation, and the undereducated adult. The final section reviews Verner's efforts to define and describe a discipline of adult education and to examine the process whereby it should develop. A concluding bibliography is grouped into four parts: Verner's publications 1944-75, theses/dissertations directed by Verner, review of Verner's publications, and general references. (CSS)

ED 167 940 CG 013 403

Walz, Garry R., Ed. Benjamin, Libby, Ed.

New Imperatives for Guidance.

ERIC Clearinghouse on Counseling and Personnel Services, Ann Arbor, Mich.
Spons Agency-National Inst. of Education (DHEW), Washington, D.C.
Pub Date-78
Grant-400-78-0005
Note-503p.; Parts are marginally legible due to print quality
Available from-ERIC/CAPS, 2108 School of Education, The University of Michigan, Ann Arbor, MI. 48109, $8.50
Pub Type- Collected Works - General (020) - Guides - General (050) - Information Analysis (070)
EDRS Price - MF02 Plus Postage. PC Not Available from EDRS.
Descriptors-Career Development, *Counseling, Counseling Programs, *Counselor Role, Counselors, Educational Practice, Elementary Secondary Education, *Guidance, Guidance Programs, Higher Education, *Pupil Personnel Services, Student Personnel Services
Identifiers-Information Analysis Products

Many complex issues and imperatives face those individuals responsible for the development, maintenance and functioning of guidance, counseling, and pupil/student personnel services in today's educational institutions. The role of the counselor is critical and deals with a variety of areas such as: (1) life/career development concerns of students; (2) development and evaluation of systematic guidance programs both in urban and rural settings; (3) research in guidance; (4) elementary guidance and parent education; (5) programs for minority students; (6) career resource centers and the use of computer-assisted information delivery systems; and (7) sex-fair counseling programs and practices. (HLM)

CS

ED 167 987 CS 004 733

Gillet, Jean Wallace Richards, Herbert C.

Reading Comprehension Test Performance and Hierarchical Classification.

Pub Date-Mar 79
Note-16p.; Paper presented at the Annual Meeting of the National Conference on Language Arts in the Elementary School (11th, Hartford, Connecticut, March 23-25, 1979)
Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Classification, *Cognitive Development, Elementary Education, Performance Factors, Predictive Ability (Testing), Reading Ability, *Reading Comprehension, *Reading Research, *Reading Tests, Syntax, *Test Items

Items from a widely used standardized reading achievement test were rated by trained judges according to the degree to which they required an understanding of hierarchical classification. Two subtests were constructed from subsets of items that were identified by their extreme ratings. Subtest A was judged to require classification operations from respondents; subtest B was judged not to require them. Twenty-two third grade students were assessed on five Piagetian classification tasks and designated as classifiers, transitional, or nonclassifiers on the basis of this assessment. The subjects were then administered subtest A and subtest B. Analysis of covariance of the subtest A scores (effects of subtest B controlled) revealed a significant effect for group placement. The results were interpreted to mean that reading test performance is partially influenced by the student's mastery of hierarchical classification because some test items require this ability. Such items discriminate among children on the basis of developmental maturity rather than on instruction-related knowledge. (Author)

ED 168 140 EA 011 413

Mizell, M. Hayes

Designing and Implementing Effective In-School Alternatives to Suspension.

Spons Agency-National Inst. of Education (DHEW), Washington, D.C.

Pub Date-18 Apr 78

Contract-NIE-P-77-0223

Note-33p.: Paper presented at NIE's Conference on In-School Alternatives to Suspension'' (Washington, D.C., April 16-18, 1978)

Pub Type- Guides - Non-Classroom (055) - Reports - Descriptive (141) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-Behavior Problems, Counseling Programs, *Discipline, Discipline Policy, Discipline Problems, *Program Design, *Program Development, School Policy, *Suspension

Identifiers-*Alternatives to Suspension

Because of widespread disillusion with suspension as a discipline procedure, school officials are developing inschool alternative programs. Institution of such a program must begin with reflection about how current disciplinary programs are succeeding or failing. The primary purposes of the program must include helping the child and identifying the root problems of disciplinary offenses. The referral must be sufficiently documented, afford due process rights, and last no more than three days without a review. The alternative facility must be removed from normal traffic patterns and provide appropriate study materials. The carefully selected staff must include individuals who want to work in the program with children who have problems and who can relate well with problem youngsters of different classes and cultures. The program must be well understood by the regular faculty and parents. The program must include high quality academic instruction and individual or group counseling that aims to involve the student in confronting and solving the reasons for the root problem. The program must have access to the school system's support services and provide a mechanism for following up the student's subsequent progress. Finally, the alternative must be carefully monitored and evaluated. (Author/JM)

ED 167 703 CE 017 985

Gray, H. Dean And Others
Career Education Readiness Test. Final Report.
Southern Illinois Univ., Edwardsville. Career Education Readiness Measurement and Research.
Spons Agency-Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C.; Illinois State Office of Education, Springfield. Div. of Adult Vocational and Technical Education.
Pub Date-1 Jul 78
Note-106p.; Not available in hard copy due to reproducibility problems
Pub Type- Reports - Research (143) - Numerical/Quantitative Data (110) ()
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-*Career Education, Correlation, Data Analysis, Elementary Education, *Item Analysis, *Readiness (Mental), Reports, Statistical Studies, *Test Construction, *Test Reliability
Identifiers-Career Education Readiness Test, Illinois

A continuing project titled Measuring Career Readiness in Elementary Education'' had as its fourth-year goal constructing learning activities to coordinate with six subtest areas of the Career Education Readiness Test (CERT). The secondary goal was to continue the refinement of the CERT through the analysis of data gathered during the current year and in previous years. Using data gathered from the Joliet (Illinois) Pilot Study, the following statistical procedures were conducted: a correlational analysis, an item analysis, and a reliability analysis. The results were encouraging and indicate that CERT has the potential to become a valuable tool for elementary teachers who are involved, or interested, in career education. (Specific results of the statistical procedures are included in this final report, along with descriptions of studies conducted in Breese, Illinois, and East Saint Louis, Illinois, and a workshop conducted in Belleville, Illinois. Also included is a section summarizing initial contacts with commercial publishers. The report concludes with a discussion of limitations and recommendations.) (BM)

ED 167 721 CE 018 783

Kleine, Richard E. Hamme, Randall

Curriculum Guide, C.E.I.T. Ninth Grade, Transportation Technology. Point Pleasant Junior High School, Point Pleasant, West Virginia, 1977-1978.

Mason County Schools, Point Pleasant, W. Va.; West Virginia Univ., Morgantown. Coll. of Human Resources and Education.

Spons Agency-West Virginia State Dept. of Education, Charleston.

Pub Date-Jun 78

Note-140p.; For related documents see CE 018 781-784

Pub Type- Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC06 Plus Postage.

Descriptors-*Career Exploration, Course Content, Educational Objectives, Energy, *Grade 9, Junior High Schools, Learning Activities, *Learning Modules, Metric System, Motor Vehicles, Performance Based Education, Resource Materials, *Technology, *Trade and Industrial Education, *Transportation

Identifiers-*Project Open, west Virginia

The result of a curriculum development project known as Project Open, this curriculum guide offers an elective course on transportation systems for ninth graders who are participating in the Career Exploration in Technology (CEIT) program and who have completed the eighth-grade course on manufacturing systems. The course, which spans two semesters, includes the following units: (1) an introduction, (2) history of land transportation, (3) energy, (4) transporting people, (5) freight transportation, (6) future trends in land transportation, (7) water transportation, (8) air transportation, (9) space transportation, and (10) transportation systems. Each unit gives an overview of its topic and an objectives statement, followed by a detailed content outline, suggested time span, relevant resources, and a list of activities supportive to the content. The types of activities vary from class discussions, films, and demonstrations, to student design and construction of vehicles and their components. Some units also contain pre- and posttests. Elective units are also included on the metric system and alternative sources of energy. A film list is provided at the end, as well as the names and addresses of supplier of free and inexpensive materials to be used in the course. (For the final report of the project that developed this guide, see CE 018 781.) (ELG)

ED 167 868 CG 013 264

Mapley, Gordon E.

Children's Distortion of Incongruous Interpersonal Behavior: Primacy Effect or Stereotypes?

Pub Date-Aug 78

Note-11p.; Paper presented at the Annual Convention of the American Psychological Association (Toronto, Ontario, Canada, August, 1978); Best copy available

Pub Type- Speeches/Meeting Papers (150) - Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Anti Social Behavior, *Child Psychology, Children, *Cognitive Development, *Interpersonal Relationship, Perception Tests, Role Perception, *Social Behavior, Social Psychology, *Stereotypes, *Stimuli

Pre-existing cognitions may influence a child's social perceptions, and the extent of this influence is measured in groups of children from grades 1-6. The children were shown slide shows of congruous (e.g. doctor befriending bullied child) and incongruous (e.g. minister shoplifting) interpersonal behavior. Half of the children saw stories in which the character's identity was established prior to his prosocial or antisocial behavior, the order being reversed for the other half. When tested for immediate recall, virtually all children accurately described the congruous episodes. However, 51 of 96 children distorted behaviors portrayed in the incongruous episodes. This distortion, which was equivalent across presentation order, was significantly related to grade level. Results are discussed in terms of the need for socialization research to include analysis of developmental differences in children's interpretation of social stimuli. (Author/PK)

ED 167 892 CG 013 289

Borgida, Eugene And Others

Perception of Rape Victims: The Impact of Evidentiary Reform.

Spons Agency-National Inst. of Mental Health (DHEW), Rockville, Md.
Pub Date-78
Grant-R01-MH-30724-01
Note-29p.; Tables 1 and 3 of marginal reproducibility; Paper presented at the Annual Convention of the American Psychological Association (86th, Toronto, Ontario, Canada, August, 1978)
Available from-Laboratory for Research in Social Relations, Department of Psychology, University of Minnesota, 75 East River Rd., Minneapolis, Minn. 55455
Pub Type- Speeches/Meeting Papers (150) - Reports - Research (143)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Adults, Behavior Patterns, *Court Litigation, Criminal Law, *Justice, *Perception, *Public Opinion, *Rape, *Sexuality, Social Action

A simulated jury deliberation with experienced and inexperienced jurors sampled from the jury population of Hennepin County, Minnesota, was investigated. The purpose was to assess the impact of recent reforms in evidentiary rules pertaining to the admissibility of prior sexual history evidence in rape trials. Specific questions included: (1) whether the current types of legal reform eliminate or reduce the prejudice which reportedly inheres in the common law rules of evidence; (2) the extent to which empanelled adult jurors utilize such evidence without prejudice in a deliberated judgment context; and (3) the extent to which the different types of reform interact with varying degrees of victim consent. Preliminary findings suggest that the introduction of prior sexual history is prejudicial. (Author)

ED 167 962 CS 004 685

Owoc, Paul J., Ed.

Reading in the Content Areas.

Central Midwestern Regional Educational Lab., Inc., St. Louis, Mo.
Spons Agency-Office of Education (DHEW), Washington, D.C.
Pub Date-Jan 79
Contract-300-78-0474
Note-9p.
Journal Cit-Reporting on Reading; v5 n1 Entire Issue Jan 1979
Pub Type- Collected Works - Serials (022) - Guides - Non-Classroom (055) - Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Content Reading, Elementary Secondary Education, *Program Development, *Reading Instruction, *Reading Programs, *Reading Research
Identifiers-Right to Read

The three articles in this newsletter focus on ideas, programs, activities, and research concerned with reading in the content areas. The individual articles contain a discussion of the general approaches that characterize many successful content area reading programs, suggestions for educators who are considering establishing such programs in their schools, and a report of an interview with a tenth-grade biology teacher about the content area reading program at his school. The newsletter also contains reviews of recent publications dealing with the subject. (FL)

ED 168 054 CS 204 763

Stewart, Donald, Ed.

Young Kansas Writers, 1979.

Kansas Association of Teachers of English.

Pub Date-Apr 79

Note-38p.; The Kansas Association of Teachers of English is an affiliate of the National Council of Teachers of English ; Parts may not reproduce clearly

Journal Cit-Kansas English; v64 n3 Entire Issue Apr 1979

Pub Type- Collected Works - General (020) - Collected Works - Serials (022) - Creative Works (030)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-*Composition (Literary), *Creative Writing, English Instruction, Secondary Education, *Secondary School Students

The items in this booklet represent the writing of Kansas authors in grades eight through 12. Entries vary in form and include descriptive paragraphs, lyric and narrative poetry, personal reflections, expository writing, and short stories. Among the variety of topics chosen for literary focus are life, shoes, a balloon, a teddy bear, loneliness, summer, starvation, funerals, divorce, money, concrete, school, and fairy tales. (MAI)

ED 168 099 CS 502 456

Owen, Gordon R., Comp. Woodfill, John, Comp.

A Selected Bibliography of Audio-Visual Resources for Courses in Speech Communication.

Pub Date-Nov 76

Note-48p.; Paper presented at the Annual Meeting of the Western Speech Communication Association (San Francisco, California, November 1976)

Pub Type- Reference Materials - Bibliographies (131) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-*Audiovisual Aids, *Communication (Thought Transfer), *Films, Higher Education, Information Theory, Interaction Process Analysis, Organizational Communication, *Speech Communication

The entries in this extensive bibliography note films and other audiovisual materials that are suitable for use in courses in speech communication. The film entries are arranged according to the following headings: communication theory, encoding and decoding, group communication, intercultural communication, interpersonal communication, intrapersonal communication, mass communication, public communication, and organizational communication. In addition to the annotated film entries, the bibliography also includes lists of audio cassettes and transparency kits, a source directory, and an alphabetical list of the films. (MAI)

An Evaluation of Eugene Public Schools Community Schools Program.

Eugene School District 4J, Oreg. Div. of Research, Development, and Evaluation.
Pub Date-Feb 79
Note-83p.; Not available in paper copy due to small or broken print of parts of original document
Pub Type- Reports - Evaluative (142)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-Accountability, Community Agencies (Public), *Community Involvement, *Community Schools, Educational Research, Elementary Secondary Education, Interagency Cooperation, Interagency Coordination, Interviews, Organizational Communication, *Program Improvement, Recordkeeping, Surveys
Identifiers-*Eugene Public Schools OR

This evaluation attempted to determine if the Eugene, Oregon School District 4J community schools program was accomplishing its goals. Researchers completed interviews with 770 community residents, 46 community school teachers, 45 noncommunity school teachers, 14 principals, and 154 agencies. Researchers found that no community school had carried out a successful comprehensive survey of the needs and interests of residents. Overall, participation and volunteering were not greater at community schools than at noncommunity schools, although socioeconomic differences may have confounded this finding. Regarding the meeting of needs in curriculum and instruction, 19 of the 36 objectives of the 7 community schools programs were met, 12 were partially met, 4 were unmet, and 1 was unverifiable. It was found that community schools offer their students slightly more field trips and significantly more instructional services to school children. Representatives of participating organizations reported that the program did not improve communication or cooperation among agencies but the program did enhance communication between community residents and organizations. Evaluators recommended that school district and city representatives should discuss program goals, that record keeping and accountability should be improved, and that the district should consider issuing additional guidelines. (Author/JM)

ED 167 738 CE 019 286

Nelson, Orville Halfin, Harold

Wisconsin K-12 Career Education Consortium. Final Evaluation Report from Third-Party Evaluators.

Wisconsin Univ. - Stout, Menomonie. Center for Vocational, Technical and Adult Education.

Spons Agency-Office of Career Education (DHEW/OE), Washington, D.C.; Wisconsin State Dept. of Public Instruction, Madison.

Pub Date-Jul 77

Contract-300-76-0331

Note-147p.; For related documents, see CE 019 284-285, ED 132 284, ED 138 786, and ED 160 785-787; Not available in hard copy due to reproducibility problems

Pub Type- Reports - Descriptive (141) - Reports - Evaluative (142)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-Career Awareness, Career Choice, *Career Education, Career Exploration, Changing Attitudes, *Consortia, Decision Making, Elementary Secondary Education, Fused Curriculum, *Information Dissemination, Interest Tests, Interschool Communication, Job Placement, Leadership Training, Objectives, Occupational Guidance, Occupational Information, Problems, *Program Effectiveness, Program Evaluation, *Program Improvement, Resource Materials, School Districts, Self Actualization, Special Education, Surveys, Work Attitudes

Identifiers-Education Amendments 1974, Wisconsin (Eau Claire), Wisconsin (Kimberly), Wisconsin (Madison), Wisconsin (Oregon), Wisconsin (Shawano), Wisconsin (Sheboygan), Wisconsin (Watertown)

Third-party evaluation of the Wisconsin Career Education Consortium (WCEC) was conducted over two years, utilizing a time series evaluation design established in 1975. On-site interviews, surveys, and tests were used to collect data from students, teachers, counselors, parents, and administrators. The WCEC was effective in disseminating career education information, assistance, and products. Recipients of the newsletter, demonstration kits, and the assessment/evaluation (AE) kit gave them a positive evaluation. The seven consortium members had specific objectives which were primarily achieved. For instance, Eau Claire funded mini-projects that significantly impacted on the staff/students, and Kimberly extensively used resource centers and worked to improve community involvement in their program. Madison, Oregon, Shawano, Sheboygan, and Watertown also had effective program elements. Learner outcomes assessment revealed significantly higher attitudes toward work scores formed in the ninth grade and some significant increases in occupational knowledge. The third-party evaluators recommend that WCEC formalize a planned in-service program transportable to various school systems. (CSS)

ED 167 773 CE 020 135

McKinney, Floyd L. And Others

Interpreting Outcome Measures in Vocational Education: A Final Report.

Ohio State Univ., Columbus. National Center for Research in Vocational Education.

Spons Agency-National Inst. of Education (DHEW), Washington, D.C.

Pub Date-Sep 78

Contract-400-77-0700

Note-329p.; For a related document see CE 020 134

Pub Type- Reports - Descriptive (141)

EDRS Price - MF01/PC14 Plus Postage.

Descriptors-Conference Reports, *Data Analysis, Definitions, *Educational Accountability, Educational Problems, Evaluation Criteria, Information Needs, Job Placement, Measurement, Political Issues, *Program Effectiveness, Program Evaluation, Public Policy, Social Influences, Social Values, Task Performance, *Vocational Education

Identifiers-United States

A project regarding the interpretability of data on vocational education outcome data was done (1) to determine how different definitions of the vocational student and relatedness of training to employment might affect the interpretability of vocational education impact data; (2) to synthesize the current literature and approaches measuring job satisfaction and job performance; (3) to prepare a handbook on vocational education measures; (4) to prepare position papers on the sociopolitical issues underlying the interpretability issue; and (5) to hold a national conference to share the results of the aforementioned activities. The project conclusions include the following: vocational education program outcomes need to be closely linked to the values of individuals and groups concerned with vocational education; the originators of data concerning the outcomes of vocational education the local education agencies must be the users of the data in order for ultimate improvements in vocational education to result; in general placement data are not collected systematically with an emphasis on precision and accuracy; and quality of instruction, relevance of program, impact of program, and individual transition and growth represent four categories of possible criteria for which vocational education might be held accountable. (This report includes a case study of differences in job placement rates reported by states, and the presentations and reactions at the national conference, including three commissioned project papers.) (EM)

ED 167 917 CG 013 323

Luginbuhl, James Frederick, Jeffrey T.

Experimental Research on Social Perceptions of Rape Victims: A Review and Critique.

Pub Date-78

Note-6p.; Paper presented at the Annual Convention of the American Psychological Association (86th, Toronto, Ontario, Canada, August, 1978)

Pub Type- Speeches/Meeting Papers (150) - Information Analysis (070)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Attribution Theory, *Crime, *Evaluation Methods, Females, *Perception, *Rape, *Research Methodology, Sex Differences, Social Attitudes

Experimental research on social perceptions of rape victims has been conducted within the framework of two different models. The first, a naive observer model, is oriented toward how the average person perceives a rape victim and how her character and aspects of her behavior affect these perceptions. The second, a jury process model, is directed toward how these same factors affect decisions reached by a jury in a rape trial. Results suggest that the attempt to follow both of these models in a single experiment, often a common practice, yields ambiguous results. (Author)

ED 168 009 CS 204 673

Smedman, M. Sarah

Competency Based Tests: Their Implications for Goals of Composition Courses.

Pub Date-78

Note-16p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (29th, Denver, Colorado, March 30-April 1, 1978)

Pub Type- Speeches/Meeting Papers (150) - Opinion Papers (120)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Composition (Literary), *Educational Objectives, *English Instruction, *Evaluation Criteria, Higher Education, *Minimum Competency Testing, Secondary Education, Student Evaluation, *Writing Skills

Competency testing in composition fixes goals that convey to students, teachers, parents, and the general public inaccurate notions about the nature of composition and what competency in writing comprises. The trend toward competency testing comes from the public's realization that many high school and college graduates are functionally illiterate. Concomitant with that trend has been the demand for a return to the basics. Unfortunately, this concept of competence fails to promote the role of thought in writing and denies the writer the privilege of making conceptual decisions. Even competency tests that include writing short essays do not allow the imperfect groping that is part of the composing process, cannot measure all aspects of a student's experience in English, and confuse goals with norms, thus reducing both testing and teaching to the lowest acceptable level. The word "competency" implies behavioral objectives without overtones of the acquisition of knowledge for the sake of knowledge, growth in appreciation, or the development of taste. (TJ)

ED 168 032 CS 204 736

Duke, Charles R.

Why Our Efforts with Remedial Writers Fail.

Pub Date-Sep 78
Note-17p.; Paper presented at the Annual Meeting of the Pennsylvania State College and University System Conference on Basic Writing (Indiana, Pennsylvania, September 1978)
Pub Type- Speeches/Meeting Papers (150) - Opinion Papers (120)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Basic Skills, *Composition (Literary), Failure Factors, Higher Education, *Remedial Instruction, *Remedial Programs, *Writing Skills

Remedial writers tend to be students who have never written very much, who come from families or neighborhoods in which more than one language may be spoken, and who have sensed their problems but have been unable or unwilling to do much to alleviate the difficulties. Unfortunately, the environment and attitudes of many college remedial programs often represent only one more cage for many of these students. Because little stature is given to individuals who work in remedial programs, many tend to be staffed by unqualified personnel. This situation can lead to serious attitude problems that inhibit students' progress. Structure is another major cause of the failure of remedial writing programs: they lack flexibility, clearly defined goals, and materials that are matched with the learners. Another concern is what happens to remedial writers when they leave a basic writing program. The supportive atmosphere of such a program may lull them into thinking they will receive special treatment everywhere. They also tend to have poor reading skills, and the process of catching up is slow and painful for them. Some suggestions for improving basic writing courses include developing better teacher training, educating the public about the need for staff and materials, working with publishers to get better materials, and continuing to investigate better ways to teach remedial writing students. (TJ)

ED 168 120 EA 011 386

Postlethwait, F. Niel

The Development and Implementation of Procedures to Reduce or Minimize Complaints as Related to Extra-Curricular Activity Salary Schedules.

Pub Date- 78
Note-128p.; Introductory Practicum, Nova University; Not available in paper copy due to marginal legibility of original document
Pub Type- Guides - General (050)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-Administrator Guides, Affirmative Action, Cocurricular Activities, Elementary Secondary Education, Personnel Policy, Principals, Questionnaires, Recruitment, *Salary Differentials, *Sex Discrimination, Statistical Data, Student Attitudes, Tables (Data), Teacher Attitudes, *Teacher Salaries
Identifiers-Delaware

The major goal of this report was to minimize complaints due to discrepancies in the salary schedule for male and female sponsors of extracurricular activities at Caesar Rodney School District, Delaware. The four objectives were (1) to develop a salary schedule for teachers of extracurricular activities, (2) to develop a guide for the recruitment of sponsors and coaches, (3) to develop criteria to serve as a basis for the district's collective bargaining process, and (4) to provide evidence of affirmative action on the part of the district. Questionnaires were distributed to students and teachers to assess the existing salary schedule. A task force composed of teachers and administrators developed evaluative criteria that provided a rating scale matrix from which salaries were established. A guide for the recruitment of sponsors was distributed to all district principals and department heads. Principals were able to use the guide to provide objective information to prospective sponsors, thus assuring mutual understanding and a minimum of complaints. A lengthy appendix provides data on such things as needs assessment, recruitment, results of the questionnaire, evaluation of criteria, and a copy of the administrator guide. (Author/LD)

ED 168 272 EC 114 142

Educational Rights of Your Handicapped Child.
Texas Education Agency, Austin. Div. of Special Education.
Pub Date-Jan 79
Note-21p.
Pub Type- Guides - Non-Classroom (055)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Handicapped Children, *Hearings, *Individualized Programs, *Parent Role, Parents, Recordkeeping, *Student Evaluation, *Student Placement
Identifiers-Parent Resources

Written for parents of handicapped children, the booklet discusses parental rights, privileges, and responsibilities in seven areas: notice, comprehensive individual assessment, individual educational plan, educational placement, educational records, consent, and hearings and appeals. A brief glossary of terms is included, and a diagram illustrates the child-centered educational process from referral through review of the individual education plan. (CL)

ED 167 755 CE 019 872

Women in Nontraditional Jobs: A Workshop Model. Working with Employers to Develop Jobs.
Women's Bureau (DOL), Washington, D.C.
Pub Date-78
Note-34p.; For related documents see CE 018 143, CE 019 871, and CE 019 873
Pub Type- Reports - Descriptive (141)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Administrator Guides, *Affirmative Action, Career Development, Career Opportunities, Employers, *Employment Opportunities, Equal Opportunities (Jobs), Females, *Job Development, Managerial Occupations, Professional Occupations, Program Administration, *Program Development, Skilled Occupations, Technical Occupations, *Working Women, *Workshops
Identifiers-*Nontraditional Occupations

Prepared for employers and staffs of job service and training programs, this guide presents information on how to conduct a workshop to expand employment opportunities for women in nontraditional occupations in blue collar skilled work as well as white collar professional, technical, and managerial jobs. The guide includes sections on purpose of the workshop (to provide a forum in which employers are encouraged and assisted in hiring women for nontraditional jobs), agenda for a one-day workshop, workshop facilitator, program staff participation, locating and selecting employers, size of workshop, facilities, materials for kits, and workshop format background and rationale. Appendixes include a selected list of publications, slides, and films on women in nontraditional employment; an invitation letter; a registration form; an agenda; and a workshop evaluation form. (LMS)

ED 167 809 CE 020 282

Hoyt, Kenneth B.

The National Federation of Business and Professional Women's Clubs and Career Education. Monographs on Career Education.

Office of Career Education (DHEW/OE), Washington, D.C.
Pub Date-Aug 78
Note-22p.; For related documents see ED 130 034, ED 131 281, ED 132 367, ED 132 428, ED 134 821, ED 134 905, ED 146 361, ED 162 158-160, CE 018 896-898, CE 020 110-111, and CE 020 278-283
Available from-Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (Stock Number 017-080-01920-5)
Pub Type- Reports - Descriptive (141)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Business, *Career Education, Community Involvement, Females, National Organizations, *Professional Associations, *School Community Cooperation, *Working Women
Identifiers-*Natl Federal Business Professional Women Clubs

This document is one in a series of monographs aimed at providing a narrative summary of ideas and thoughts gathered from particular community segments represented in a series of mini-conferences held to discuss the concept of collaboration in career education. In this monograph, the career education activities of the National Federation of Business and Professional Women's Clubs (BPW) are discussed. First, an overview of the BPW organization is presented. Next, the BPW national programs directly related to career education are reviewed, and examples of local BPW club activities in career education are examined. Finally, ways of increasing the collaboration of BPW in career education are suggested, based upon ideas expressed by participants in the mini-conferences. Appended are lists of mini-conference participants and of related issues and questions generated in the mini-conference. (The proceedings of each mini-conference are reported in detail in ERIC documents CE 020 110-111.) (BM)

ED 167 827 CE 020 365

Ironside, Anne

Women's Access Centres: A Proposal. Discussion Paper 03/79.

British Columbia Dept. of Education, Victoria.
Pub Date-Feb 79
Note-49p.; For a related document see CE 020 364
Pub Type- Reports - Descriptive (141)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*Access to Education, Adult Students, Changing Attitudes, *Counseling, Educational Needs, *Educational Opportunities, Employment Qualifications, Equal Education, Females, *Information Needs, Job Training, Nontraditional Students, Peer Counseling, Postsecondary Education, Program Budgeting, Program Development, *Resource Centers, Rural Population, Self Actualization, Volunteer Training, *Womens Education, Working Women
Identifiers-British Columbia, Educational Brokering, Womens Access Centres

Women's access programs and services are needed to overcome the effects of women's isolation and lack of information about educational opportunities. The favored mechanism for the delivery of women's access programs and services is the Women's Resources Centre model. The center extends women's access programs and services. These programs and services function as educational brokers and assist women in planning their lives. Although women are the new client group for education, postsecondary institutions are not planned for the mature women, and they are fairly inflexible. Women require services to assist them in updating their expectations and working out ways to combine family responsibilities with study and labor force participation. Women are having fewer children and are becoming a higher proportion of the labor force. Women's access programs and services operate by providing information and counseling in community-based settings staffed by volunteers working with professionals. Budgets for an adequately equipped, and alternatively a minimally supported, resources center have been prepared. (Appendixes contain information on a volunteer employment program, rural women's skill development, and life planning methods.) (Author/CSS)

ED 167 845 CE 020 422

Coordination of International Exchange and Training Programs Opportunities and Limitations. Report to the Congress by the Comptroller General of the United States.

Comptroller General of the U.S., Washington, D.C.
Report No.-ID-78-37
Pub Date-24 Jul 78
Note-126p.
Pub Type- Reports - Research (143) - Reports - Descriptive (141)
EDRS Price - MF01/PC06 Plus Postage.
Descriptors-Data Processing, *Educational Coordination, Educational Opportunities, Educational Programs, *Federal Government, Information Dissemination, *Interagency Coordination, *International Educational Exchange, Problems, Program Costs, *Program Effectiveness, Questionnaires, *Training
Identifiers-United States

The history of international exchange and training programs conducted by a score of federal agencies over the past thirty years compels the conclusion that, while there remain meaningful opportunities to develop closer coordination, there are also important inherent limitations. This report seeks to clarify both. What is needed to perfect meaningful coordination in this field appears to be more modest and manageable than some of the efforts and proposals of recent years: not a new layer of bureaucracy, but a series of specific arrangements to identify real interagency problems as they emerge and a predisposition on the part of the agencies concerned to deal with them case by case. In this report the General Accounting Office offers some suggestions as to how the new International Communication Agency might fulfill its presidential mandate as the coordinator of government exchange programs and a governmental focal point for programs in the private sector. (The appendixes include the questionnaire to selected agency heads and a proposal for closer coordination and information-sharing among U.S. international exchange and training programs, a selected listing of international exchange and training directories, and descriptions of U.S. government international exchange and training programs.) (Author/CSS)

Miller, Maria

The Role of Speech Communication in Developmental Programs.

Pub Date-Nov 78

Note-21p.; Paper presented at the Annual Meeting of the Speech Communication Association (64th, Minneapolis, Minnesota, November 2-5, 1978) ; Appendix is marginally legible

Pub Type- Speeches/Meeting Papers (150) - Reports - Descriptive (141)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Communication Problems, *Communication Skills, Community Colleges, *Curriculum Development, *Developmental Programs, Educationally Disadvantaged, Educational Needs, Higher Education, *Program Design, *Remedial Programs, School Holding Power, Skill Development, *Speech Communication, Student Needs

The benefits and the role of speech communication courses in developmental education programs are examined in this paper. The first section outlines the need for a package of developmental classes that includes a course in speech communication to prepare students for college-level courses. It describes a successful developmental program for academically disadvantaged students at Jefferson Community College, which includes a speech communication course; cites studies showing the need for training in communication skills and reports results of a survey of instructors of freshman level courses that emphasizes the need for students to learn speech communication skills. The second section of the paper suggests 11 criteria for developmental programs, related to such areas as institutional priorities, educational objectives and philosophy, teacher characteristics, and accountability. The final section provides suggestions for designing a developmental speech course. Appendixes describe the Jefferson Community College courses that deal with speech communication skills and present tables of data about the program, its students, and the student retention rate. (GT)

ED 168 204 EA 011 492

Willower, Donald J.

Ideology and Science in Organization Theory.

Pub Date-Apr 79
Note-35p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, California, April 8-12, 1979)
Pub Type- Speeches/Meeting Papers (150) - Information Analysis (070)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*Organizational Theories, *Personal Values, Sciences, *Scientific Methodology, *Social Science Research, Social Values, Theories

The author argues that particular theories tend to harmonize with certain values and beliefs and to clash with others. Further, theories may reflect the dominant values of a certain culture or a time, not to mention those of individual theorists or groups of theorists. In exploring the nonscientific side of certain theories, the author begins by examining alternative general orientations to the world. These orientations, or values, are often expressed in such dichotomies as the world is changing/the world is stable, and the world is characterized by unity/the world is characterized by diversity. The author examines how these orientations are included in three organizational theories Marxism, phenomenology, and the garbage can model. He then questions the epistemological and scientific adequacy of the three approaches. The author deplores shifts from curiosity and detachment toward ideology, and argues that theories and research should be aimed at warranted explanations, not at the vindication of ideological commitments. (Author/IRT)

ED 168 225 EC 113 506

High School Internship Project Dissemination Packet.

Eugene School District 4J, Oreg.
Spons Agency-Office of Education (DHEW), Washington, D.C.
Pub Date-78
Grant-554AH60979
Note-31p.; For the program's final report, see EC 113 505
Pub Type- Reports - Descriptive (141)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*Career Education, *Gifted, *Internship Programs, Senior High Schools, *Talented Students
Identifiers-*Oregon (Eugene)

Intended to help other school districts who may be interested in starting a similar program, the report provides information about a high school internship project in career education for gifted and talented 11th and 12th graders in Eugene, Oregon. For a 12-to 18-week period, students spend 4 days a week as non-paid interns working with executives, managers, and professionals in business and municipal government agencies. Included in the report are an overview of the project, samples of the placements and activities experienced by the students, and suggested steps for getting such a program started. Criteria for identifying the gifted and talented, a sample program budget, and the program coordinator's job description and list of qualifications are appended. (DLS)

ED 168 247 EC 113 912

Brown, Barbara Horovitz And Others

Alternative Responses to the Problems of Delinquent Behavior Patterns of Youth.

Pub Date-Mar 77
Note-23p.; Position paper resulting from workshop held at Northeast Regional Child Welfare League Conference (March 17-18, 1977)
Available from-Providence Mental Health Center, 160 Broad Street, Providence, Rhode Island 02903 ($2.00)
Pub Type- Reports - Descriptive (141) - Opinion Papers (120)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Adolescents, *Delinquency, *Demonstration Projects, *Intervention, *Needs Assessment, Prevention

The document reports the suggestions offered by workshop participants regarding alternative responses to the problems of delinquent behavior patterns in youth. Recommendations offered include the following: priority must be given to services to children in need, with the goal of preventing entrance into the traditional justice system; programs should be encouraged with priority going to high risk locales where parents could attend parent education seminars; and helping professionals should be specifically trained for intensive work with troubled families and for involvement with resistant adolescents. Several models (including the Job Prep model of Hartford, Connecticut; the National Youth Project Using Minibikes, which offers community based services; and the Youth Diversionary Program of the Rhode Island Opportunities Industrialization Center) are considered. (SBH)

ED 167 988 CS 004 736

Berger, Allen Andolina, Charlene
Exemplary Studies in Reading.
Pub Date- 78
Note-6p.; Bibliography prepared at the University of Pittsburgh
Pub Type- Reference Materials - Bibliographies (131) - Reports - Research (143)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Elementary Education, Historical Reviews, *Reading Instruction, *Reading Research, Surveys

Twenty-three studies in reading, each cited as exemplary by at least two of the approximately 100 reading teachers who responded to a 1978 survey, are listed in this paper. The studies are listed according to the three categories in which respondents were asked to place them: historical and longitudinal, descriptive, and experimental. For each category, mention is made of the study cited most frequently. (GT)

ED 168 183 EA 011 461

Lynch, James J.
A Primer on a Current Trend. The Middle School.
Pub Date- 79
Note-14p.; Not available in paper copy due to marginal legibility of original document
Pub Type- Guides - Non-Classroom (055) - Opinion Papers (120)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-Educational History, Educational Philosophy, Intermediate Grades, *Middle Schools, Program Development, Teacher Education Curriculum

This paper traces the historical development of the middle school from its beginnings in 1893. It presents philosophical background for the middle school concept and compares middle schools and junior high schools. Psychological theories underlying the middle school are discussed, including the theory of the period of "transescence" between childhood and adolescence. Practical considerations involved in instituting a middle school are listed, beginning with initial decisions about objective-setting, grade span, public relations, staff selection, curriculum, facilities, and long-range planning. The need for special teacher training is stressed. Guiding principles for a middle school regarding grading, student involvement in decision-making, learning objectives, encouragement of creativity and diversity, and interdisciplinary experiences are offered. A need is recognized for functional models for middle school programs, organizations to aid planners, and research yielding insights into local needs for a middle school program. (JM)

ED 167 893 CG 013 290

Fretz, Bruce R. Deutsch, Sara T.
Effects of Gestalt and Sensitivity Groups on Temporal Orientation and Psychological Effectiveness.
Pub Date- 75
Note-9p.
Pub Type- Reports - Evaluative (142)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-College Students, *Counseling Effectiveness, *Group Counseling, Individual Differences, Intervention, *Psychological Patterns, Self Concept, *Self Esteem, *T Groups, *Time Perspective
Identifiers-*Personal Orientation Inventory

The effects of two types of group intervention, Gestalt and sensitivity training, on time orientation or time competence and psychological effectiveness were investigated with 45 college students as subjects. Results indicate that students participating in the groups did not show significant gains in psychological effectiveness as measured by the Personality Orientation Inventory. Intercorrelations of dependent measures indicated that orientations toward time as fluid and as full of possibilities, as compared to orientations toward time as static and event-bound, are more psychologically effective. (Author)

ED 167 918 CG 013 324

Yarmey, A. Daniel

Recognition Memory for Male and Female Faces.

Spons Agency-National Research Council of Canada, Ottawa (Ontario).

Pub Date-78

Note-14p.; Paper presented at the Annual Convention of the American Psychological Association (86th, Toronto, Ontario, Canada, August, 1978)

Pub Type- Speeches/Meeting Papers (150) - Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Adults, Attribution Theory, *Cognitive Processes, *Information Processing, *Memory, Motivation, *Recognition, *Self Concept, *Sex Differences

Sex differences in memory for human faces is reviewed. It is found that research evidence to date is not conclusive, but where differences exist they favor female superiority over males in facial memory. In particular, evidence is cited to suggest that females are reliably superior to males in their recognition memory for other females. This is explained in terms of attribution theory and motivational differences between the sexes. The argument is made that theoretical explanations of memory for faces are insufficient if they rely solely on traditional information-processing models without including and accounting for differences in self-awareness. The paper concludes with a description of a recent study on recognition memory of photographs of subjects' own faces in which females prove superior to males in recognizing projections of their real self, their most sociable self, their most intelligent self, and their most trustworthy self. (Author)

ED 167 941 CS 004 371

Greenfield, Patricia
Exploration of Cognitive Structures Common to Both Language and Sensorimotor Modes of Behavior. Final Report.
Pub Date-Jan 78
Note-28p.; Report prepared at the University of California, Los Angeles; Not available in hard copy due to marginal legibility of original document; Best available copy
Pub Type- Reports - Research (143)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-*Cognitive Processes, Communication (Thought Transfer), Elementary Education, *Language Development, *Language Learning Levels, *Language Research, Linguistics, Nonverbal Communication, Parent Child Relationship, *Perceptual Motor Learning, *Preschool Children, Preschool Education, Semantics

The three projects described in this paper were based on the intrinsic connection between language and the structure of perception and action. The first project explored the role of nonverbal frameworks in the development of communication between mother and child, beginning with the first word. It emphasized the role of the mother in the creation of the nonverbal context action, objects, locations that make early communication possible. The other projects investigated the relationship between the perception of information and semantic choice. One tested the role of information in semantic choice at the one-word stage (between one and two years of age), while the other explored the role of information at later stages of language development. (FL)

ED 167 963 CS 004 686

Maryland Reading Scope and Sequence for Grades 1-12.

Maryland State Dept. of Education, Baltimore. Div. of Instruction.

Spons Agency-Office of Education (DHEW), Washington, D.C. Right to Read Program.

Pub Date-77

Note-18p.; For purposes of reproducing, the large-size chart has been Xeroxed on a number of separate pages with directions for reassembling included; Some overlapping of pages will be necessary when assembling

Available from-Maryland State Department of Education, Publications Office, P.O. Box 8717, BWI Airport, Baltimore, Maryland 21240 ($1.00)

Pub Type- Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Behavioral Objectives, Elementary Secondary Education, Minimum Competency Testing, *Performance Based Education, *Reading Instruction, *Reading Skills, *Sequential Reading Programs

This chart prepared by the Maryland State Department of Education describes reading goals for children in each school grade. It prescribes general goals for each grade level and includes specific activities at which students are expected to be competent. The general goals for each grade are: the ability to utilize a variety of reading materials, to use a word recognition system, to comprehend various reading materials, to meet the reading demands for functioning in society, and to select reading as a personal activity. (TJ)

ED 168 055 CS 204 769

Testing and Evaluation in English and the Language Arts: Abstracts of Doctoral Dissertations Published in Dissertation Abstracts International,'' January through December 1978 (Vol. 38 No. 7 through Vol. 39 No. 6).

ERIC Clearinghouse on Reading and Communication Skills, Urbana, Ill.
Pub Date-78
Note-11p.; Parts may be marginally legible due to light print
Pub Type- Reference Materials - Bibliographies (131)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Articulation (Speech), Communication Skills, Criterion Referenced Tests, Doctoral Theses, Elementary Secondary Education, *English Instruction, *Evaluation Methods, Grading, Kindergarten Children, *Language Arts, Listening Comprehension, Oral English, Story Reading, *Student Evaluation, *Testing, Writing Skills

This collection of abstracts is part of a continuing series providing information on recent doctoral dissertations. The 11 titles deal with the following topics: interrelationships among different approaches to measuring listening comprehension; two methods of articulatory assessment on the responses of kindergarten children; a comparative appraisal of two language arts testing procedures; influences on the evaluators of student writing; assessing factors in children's writing to determine their level of sophistication; first grade children's understanding of the oral language of familiar and unfamiliar adults; the consistency of the Scholastic Aptitude Test Verbal Section (SAT-V) with present objectives in high school English; the construction and validation of a criterion-referenced test in basic writing skills; the effects of readers' fatigue on the grading of essays; a comparative study of the effects of illustrations in the testing of language comprehension in children; and the effect of three different methods of story presentation on the language performance of third grade students. (MAI)

ED 168 100 CS 502 457

Nagelberg, Kenneth M.

Dominance and Submission in Interpersonal Communication as a Function of Sex Role Attitudes, Gender, and Task Type.

Pub Date-Apr 79

Note-23p.; Paper presented at the Annual Meeting of the Central States Speech Association (St. Louis, Missouri, April 5-7, 1979)

Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Attitudes, Behavioral Science Research, Behavior Patterns, Higher Education, *Interpersonal Relationship, Role Perception, *Role Theory, Sex Differences, *Sex Role, *Sex Stereotypes, *Social Behavior, Speech Communication

Identifiers-*Communication Research

An experiment was devised to apply role theory to the prediction of communication behavior by observing dominance behavior as a function of gender and attitudes toward sex role stereotypes. Task type was used as an exploratory variable. The hypothesized interaction of gender and sex role attitudes did not occur, and the hypothesis that men would be more dominant than women was also rejected. Women with varying sex role attitudes, however, did exhibit dominance behavior in accordance with role theory predictions. Task type had no impact on the subjects' display of dominance or submission. (Author)

State Plan for Fiscal Year 1979. School Food Service.
Kansas State Dept. of Education, Topeka.
Pub Date-78
Note-79p.; Not available in paper copy due to small print of original document; For a related document, see ED 154 535
Pub Type- Guides - Non-Classroom (055) - Reports - Evaluative (142)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-*Breakfast Programs, Disadvantaged Youth, Elementary Secondary Education, Federal Programs, *Food Service, Food Service Workers, *Lunch Programs, Needs Assessment, Nutrition, *Nutrition Instruction, Program Evaluation, Program Planning, State Programs
Identifiers-*Kansas, *Milk Programs

This report presents required state and federal information and administrative and procedural information related to Kansas school food service programs. These programs include the National School Lunch Program, the School Breakfast Program, the Child Care Food Program, the Special Milk Program, and the Nutrition Education Program, and training for food service personnel. The 1977 programs are evaluated, and projections are made for the fiscal year 1979 programs. One chapter explains each component of the program, including requirements and procedures for fulfilling them. Overall program evaluation and needs assessment are discussed. (JM)

ED 168 273 EC 114 143

Lutz, Carolyn Hebden And Others

Preschool Services Project. July 1, 1977 to June 30, 1978. Final Report.

Montgomery County Intermediate Unit 23, Blue Bell, Pa.

Pub Date-Oct 78

Note-227p.; For related information, see EC 114 144; Best copy available

Pub Type- Reports - Descriptive (141) - Reports - Evaluative (142)

EDRS Price - MF01/PC10 Plus Postage.

Descriptors-*Delivery Systems, Federal Legislation, *Handicapped Children, *Identification, *Individualized Programs, *Preschool Education

Identifiers-*Education for All Handicapped Children Act, Pennsylvania (Montgomery County)

The final report describes a project designed to serve preschool handicapped children in Montgomery County, Pennsylvania. Seven service components are outlined: creating public awareness of programs and services available to previously unserved handicapped individuals; locating, identifying, and verifying unserved handicapped persons; providing individualized program plans for handicapped persons; providing instructional programs and related services for preschool handicapped children for whom such programs are not mandated or otherwise available; developing and maintaining a child-tracking system; providing resource information necessary for adequate services to handicapped persons under the Education for All Handicapped Children Act, Part B (EHA-B); and to gather, summarize, and report information about EHA-B programs and services for management, accountability, and ongoing planning purposes. Sections cover major objectives, projected target groups, a project overview, component based activities, the evaluation framework, evaluation results for each program component, and dissemination. Appendixes, which make up the bulk of the document, include the following materials: sample Starting Early'' brochures (for identification of exceptional children), a preschool survey form, a sample IEP (individualized educational program), external evaluation reports, and lists of criteria by competencies. (SBH)

Brown, Sylvia J.
The Impact of Selected Undergraduate Experiences on Women's Career Choice.
Northeastern Univ., Boston, Mass. Center for Cooperative Education.
Spons Agency-Office of Education (DHEW), Washington, D.C.; Wellesley Coll., Mass. Center for Research on Women.
Pub Date-Jun 78
Grant-G007602256
Note-29p.; Not available in hard copy due to broken type
Available from-Cooperative Education Research Center, Northeastern University, Boston, Massachusetts 02115 ($3.00)
Pub Type- Reports - Research (143)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-*Career Choice, *Career Development, *College Graduates, College Majors, Comparative Statistics, *Cooperative Education, *Educational Background, Educational Research, Employment Patterns, *Females, Higher Education, Information Sources, Liberal Arts Majors, Occupational Choice, Occupational Information, Post Secondary Education, Undergraduate Study, Womens Education, Working Women

A comparative study was conducted of women college graduates of cooperative and noncooperative programs to explore and evaluate the impact of cooperative education on the career development of college women. A total of 629 women from twenty-three institutions (twelve with cooperative education programs and eleven without) responded to the mailed questionnaire. The study examined the relationship of change of major to career choice, the relationship of choice of undergraduate major to career choice, the influence of volunteer work experience, the impact of undergraduate work experience on career development, and the relationship between primary source of career information and subsequent career patterns. It was found that the majority of respondents who changed majors went from one traditional major to another; choice of undergraduate major was the most important factor in subsequent choice of traditional or nontraditional career paths; women who did volunteer work as undergraduates generally followed traditional career patterns; alumnae who had undergraduate job experiences related to their major perceived their career preparation more favorably than alumnae with unrelated work experiences; and women who said their co-op coordinator was their primary source of career information were most likely to report they received promotions and/or merit pay raises on their first job. It was concluded that cooperative education has a positive impact on the career development of women. (Statistical tables are included in the report, and a description of the sampling plan is appended.) (LMS)

ED 167 722 CE 018 784

Murwin, Scott Murray, Michael

First Year Progress Report on Project Open, Ona Junior High School, Cabell County, West Virginia, 1977-78 Project Year.

Mason County Schools, Point Pleasant, W. Va.; West Virginia Univ., Morgantown. Coll. of Human Resources and Education.

Spons Agency-West Virginia State Dept. of Education, Charleston.

Pub Date-Jun 78

Note-34p.; The final three pages of this document may not reproduce well due to broken type. For related documents see CE 018 781-783

Pub Type- Reports - Descriptive (141)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-Art Education, Communications, *Course Content, *Curriculum Development, Economic Factors, Educational Strategies, Home Economics Education, *Industrial Arts, *Integrated Curriculum, Junior High Schools, Music Education, Production Techniques, Program Administration, Program Development, Social Influences, Teaching Techniques, *Trade and Industrial Education, Transportation, *Unified Studies Programs

Identifiers-*Project Open, West Virginia

As part of Project Open (see related documents listed below), unified arts and industrial arts curricula were developed and implemented at Ona Junior High School in West Virginia. The unified arts program combines the four subject areas of art, home economics, music, and industrial arts. It is a two-year required course for all seventh and eighth graders. Each student takes nine weeks of a subject area and then rotates to a new area. The industrial arts curriculum is offered in grade 9 and focuses on the technology areas of communications, transportation, and production. A semester course, communications technology includes visual, acoustic, and telecommunications units. Transportation technology explains how vehicles function and explores the supportive systems of transportation as well as its social and economic effects on humans and their environment. The unit on production technology familiarizes the students with what production is and how it affects their lives and environment, both socially and economically. (Topical outlines for the three areas are provided along with a list of teaching strategies.) While some problems were reported with scheduling, equipment, and facilities, the project did receive adequate funding and administrative support. (ELG)

ED 167 791 CE 020 245

Trade Education Syllabus in Graphics Industries Occupations.
New York State Education Dept., Albany. Bureau of Occupational Education Curriculum Development.
Pub Date-78
Note-155p.
Pub Type- Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC07 Plus Postage.
Descriptors-*Behavioral Objectives, Course Content, *Graphic Arts, Layout (Publications), Learning Activities, Printing, Reprography, Secondary Education, State Curriculum Guides, *Teaching Methods, *Trade and Industrial Education

This syllabus provides occupational education teachers in secondary schools with a guide for developing a course in trade graphics which meets the minimal requirements that an acceptable two-year program in New York State must provide. The content is presented in six sections, and each one includes terminal objectives and suggestions for correlated content, behavioral objectives, and teaching. The first, an introduction to graphics occupations, covers class organization, industrial organization, history of printing, printing materials, and printing methods. The next three sections cover the following graphics occupations respectively: (1) pre-press (includes letterpress, offset, darkroom operations, and camera operation), (2) presswork (includes letterpress and offset), and (3) bindery (includes paper cutter, folder, collator, paper drill, stitcher, plastic punch, plastic binder, perfect binder, padding press, and materials handling). The fifth section, on ancillary procedures, covers maintenance and business procedures. The last section focuses on preparation for employment, including applying for a job, evaluating job offers, and inservice education. Lists of resources, as well as suggested equipment, tools, and supplies, conclude this syllabus. (EM)

ED 167 869 CG 013 265

Brodzinski, Frederick R.

The Next Twenty Years: A Futuristic Examination of Student Affairs.

Pub Date-77

Note-17p.; Paper presented at the Annual Meeting of the National Association of Student Personnel Administrators (Atlanta, Georgia, April 3-6, 1977)

Pub Type- Speeches/Meeting Papers (150) - Opinion Papers (120)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Administrator Responsibility, *College Students, Community Support, *Enrollment Projections, *Futures (of Society), Higher Education, *Program Planning, School Holding Power, Social Change, *Student Needs, *Student Personnel Services

Future changes in the characteristics of student populations, and the institutions of higher education which they attend, is becoming a concern of student affairs administrators. Among the areas in which future development could have an impact on student affairs programs are: (1) changes in the national birthrate and subsequent fall in college enrollment; (2) events in the community outside higher education institutions that may change both the political and financial support that colleges and universities have previously received; and (3) events within institutions of higher education. Examples of such events are the growth of nontraditional educational mechanisms, the marked increase in the proportion of females in undergraduate enrollment and the increased need and importance of retention programs. If student affairs programs are to remain relevant, administrators must anticipate and plan for these developments and the changes in student needs and concerns in the next 20 years. (PK)

ED 167 989 CS 004 742

Avant, Glen R. Weber, Margaret B.

The Effect of Individual Reading Instruction on Locus of Control and Locus of Evaluation.

Pub Date-Feb 79

Note-47p.; Paper presented at the Annual Meeting of the Eastern Educational Research Association (Kiawah Island, South Carolina, February 1979)

Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-Elementary Secondary Education, Evaluative Thinking, *Individualized Programs, *Locus of Control, Reading Achievement, Reading Comprehension, *Reading Difficulty, *Reading Research, Self Concept, *Self Evaluation, *Tutorial Programs

Nineteen students, ranging in age from 8 to 18, served as subjects in an investigation of the effect of an individualized reading tutorial program on the locus of control (LOC) and locus of evaluation (LOE) of children with reading disabilities. Over a 12-week period, the subjects received from 24 to 60 50-minute sessions of individualized reading tutoring. An IQ test, a standardized reading test, a locus of evaluation/control scale, and a locus of control scale were used for pretesting and posttesting. The results suggested that the disabled readers varied in levels of LOC and LOE, that they increased in reading accuracy as they became more internally controlled, and that their reading comprehension was related to LOC. Neither LOE nor LOC increased significantly over the period of individualized instruction. (FL)

Larkin, Ernest F. Grotta, Gerald L.

A Market Segmentation Approach to the Study of the Daily Newspaper Audience.

Pub Date-Aug 77
Note-33p.; Paper presented at the Annual Meeting of the Association for Education in Jouranlism (60th, Madison, Wisconsin, August 21-24, 1977)
Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*Age Differences, *Age Groups, Bias, Consumer Economics, Evaluation Criteria, Information Sources, Journalism, *News Media, *Newspapers, News Writing
Identifiers-Advertising, *Audience Response

To determine whether differing attitudes toward, and the utilization of, the daily newspaper are related to the variable of age, 481 persons responded to a questionnaire designed to measure their attitudes and opinions about mass media in general and their evaluations of newspaper content in particular. The findings revealed the following patterns: those respondents in the 19- to 24-year-old group found television news and entertainment less biased and more interesting than that of the newspaper, but used the newspaper as an advertising source; those in the 25- to 34-year-old group tended to follow the evaluations of the younger group with the exception that they turned to the newspaper as a source of consumer education and daily living information; the 35- to 44-year-old group placed greater value on the advertising content of the newspaper than did the younger groups and was less critical of its news coverage; and the three older groups (45 to 54, 55 to 64, 65 and older) appeared to be increasingly less critical than the younger groups of newspaper coverage, and showed less interest in consumer information than in local and national stories and church news. (Fifteen tables are appended.) (MAI)

ED 168 033 CS 204 737

Stone, Gerald G.

Using Community Characteristics to Predict Newspaper Circulation. ANPA News Research Report No. 14.

American Newspaper Publishers Association, Washington, D.C.
Pub Date-22 Sep 78
Note-8p.
Pub Type- Information Analysis (070) () - Reports - Evaluative (142)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Adults, *City Demography, *Community Characteristics, Housing Patterns, Income, *Media Research, *Newspapers, Population Distribution, Predictor Variables, *Reading Habits, Reading Interests
Identifiers-*Newspaper Circulation, *Readership Analysis

A review of research about newspaper readership and circulation suggests that the key to understanding circulation patterns is to test in unison the solid predictors of readership (home ownership, population, income, media competition, and shared circulation) along with some of the more subtle correlates (such as social activity). Although these variables have not yet been tested in unison, enough evidence exists in the literature to support their combination. (Author/RL)

Henry, Thomas C. Wendel, Frederick C.

Educational Policy Development for Nebraska: An Examination of Critical Issues.

Nebraska Univ., Lincoln. Dept. of Educational Administration.
Spons Agency-George Washington Univ., Washington, D.C. Inst. for Educational Leadership.
Pub Date-Oct 78
Note-100p.
Pub Type- Speeches/Meeting Papers (150)
EDRS Price - MF01/PC04 Plus Postage.
Descriptors-Cc llective Bargaining, Educational Accountability, *Educational Policy, Federal Aid, Intermediate Administrative Units, Networks, Performance Based Education, Postsecondary Education, State Agencies
Identifiers-*Nebraska

This monograph contains seminar papers concerning educational policy issues presented in Nebraska from 1972-1978. In the papers, recognized educational experts in the state react to substantive issues and follow up with a current status report. The issues discussed include networking to develop policy, accountability, federal involvement, educational service units, roles and functions of the state department and the state board, collective bargaining, competency-based education, community education, governance of postsecondary education, determining educational policy, and the need for an educational policy commission in Nebraska. (Author/LD)

ED 168 226 EC 113 541

Hamrin, Jeannie M.

Information-Processing Models for Addition, Subtraction, and Multiplication in the Mentally Retarded and Non-Retarded.

Pub Date-78

Note-37p.; Paper presented at the Annual Meeting of the American Educational Research Association (Toronto, Canada, March 29, 1978); Best copy available

Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-Addition, Adolescents, *Arithmetic, *Cognitive Processes, Computers, Conceptual Schemes, *Educable Mentally Handicapped, Exceptional Child Research, *Information Processing, Memory, Mentally Handicapped, *Models, Multiplication, Operations Research, Reaction Time, Subtraction

A computer model of memory (based on input, retrieval, and reaction time) was applied to the rapid processing of simple arithmetic facts (addition, subtraction, and multiplication) by 18 educable retarded adolescents when compared with 18 nonretarded fourth graders (of equal mental age) and 18 normal adolescents. Results for addition indicated that all three groups use a digital (rather than analog) processing model with the faster reaction time of the normal adolescents attributable not to memorization but faster perceptual and motor processes. Results for subtraction supported the digital model for the retarded and young Ss but suggested that the normal adolescents used a memory retrieval system. Results for multiplication also supported the digital model for all three groups indicating that addition and multiplication are based on the same common mental processing mechanism. Results support educational practices of encouraging retarded children to manipulate objects and actively participate as they learn arithmetic facts. (Appended are a list of terms with definitions and statistical tables.) (DB)

ED 168 248 EC 113 913

Roth, Richard A.
Child Sexual Abuse: Incest, Assault, and Sexual Exploitation.
Herner and Co., Washington, D.C.
Spons Agency-National Center on Child Abuse and Neglect (DHEW/OHD), Washington, D.C.
Report No.-DHEW-OHDS-79-30166
Pub Date-Aug 78
Contract-105-76-1136
Note-31p.
Available from-Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402
Pub Type- Reports - General (140)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*Child Abuse, Definitions, *Family Problems, *Intervention, *Prevention, Program Descriptions
Identifiers-*Incest, *Sexual Abuse

The report analyzes the scope of child sexual abuse and reviews treatment approaches to the problem. A tentative definition of child sexual abuse is offered, and incidence figures are examined. Family dynamics surrounding incest are described, as are effects on children and families. Characteristics of successful treatment and prevention approaches are cited. The document concludes with a bibliography of approximately 75 citations and with abstracts of 15 child sexual abuse programs. (CL)

ED 167 756 CE 019 873

Women in Nontraditional Jobs: A Program Model. Boston: Nontraditional Occupations Program for Women.

Women's Bureau (DOL), Washington, D.C.

Pub Date-78

Note-133p.; For related documents see CE 019 143 and CE 019 871-872

Available from-Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (Stock Number 029-000-00319-0)

Pub Type- Reports - Descriptive (141)

EDRS Price - MF01/PC06 Plus Postage.

Descriptors-*Affirmative Action, Ancillary Services, Blue Collar Occupations, Building Operation, *Building Trades, Career Development, Educational Programs, Employment Opportunities, Federal Aid, *Females, Job Placement, *Job Training, Maintenance, Manpower Development, *Models, Occupational Guidance, Program Administration, Program Budgeting, Program Content, Program Coordination, Program Costs, *Program Descriptions, *Program Development, Program Evaluation, Program Planning, Recruitment, Skilled Occupations, Vocational Counseling, *Work Experience Programs, Working Women

Identifiers-Massachusetts (Boston), *Nontraditional Occupations, Nontraditional Occupations Program for Women

Part of a project to expand and improve the occupational options of low-income women, this program model (one of thirty nationwide) describes classroom training and work experience in the building maintenance skilled trade areas (maintenance and repair of electrical machinery, construction carpentry, plastering, painting, and papering). Part I, an overview, discusses program components, eligibility, and benefits. Part II deals with budget and staff. Part III discusses recruitment, intake, and orientation. Part IV covers classroom training and occupational fitness. Part V deals with work experience. Part VI covers counseling and supportive services. Part VII consists of job development, placement, and post-placement. Part VIII deals with monitoring and evaluation. Appendixes include a screening interview form; a counseling orientation schedule; formative evaluation questionnaires; a weekly scheduling form; samples of a course outline, classroom assignments, and an evaluation form; suggested exercises for developing occupational fitness; a list of electrical tasks; a worksite agreement; a schedule for the counseling component of the program; a brochure on the Nontraditional Occupations for Women program; a list of procedures for identifying and posting jobs; a form letter to employers; and a final trainee reaction form. (LMS)

ED 168 078 CS 502 414

Semlak, William D.

The Neo-Populist Vision of America: A Fantasy Theme Analysis of George McGovern's Presidential Campaign.

Pub Date-Nov 78

Note-27p.; Paper presented at the Annual Meeting of the Speech Communication Association (64th, Minneapolis, Minnesota, November 2-5, 1978)

Pub Type- Historical Materials (060) - Speeches/Meeting Papers (150) - Opinion Papers (120)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-Higher Education, *Persuasive Discourse, Political Influences, *Political Issues, *Politics, Public Speaking, *Rhetoric, Speech Communication

Identifiers-*McGovern (George S), *Political Campaigns

The purpose of this paper is to demonstrate how the 1972 presidential campaign of George McGovern embodied a rich Neo-Populist rhetorical vision that served as a framework for the candidate's campaign rhetoric. The thesis of the paper is that the Neo-Populist vision of McGovern included three particular fantasies, each of which dressed the McGovern persona as a Populist hero, included a plot line involving Populist motives, and visualized villains in the Populist vein. The paper examines the Man of Principle'' fantasy as an example of McGovern's Neo-Populist identity; the New Politics'' fantasy, which reveals the positions used by McGovern to project a Neo-Populist plot line; and the Grass Roots'' fantasy, which shows how the Neo-Populist rhetoric was used on the political stage. (Author/RL)

ED 168 121 EA 011 387

Gluckman, Ivan, Ed.

Search and Seizure in the Schools. A Legal Memorandum.

National Association of Secondary School Principals, Reston, Va.

Pub Date-Feb 79

Note-9p.

Available from-National Association of Secondary School Principals, 1904 Association Drive, Reston, Virginia 22091 ($0.50; quantity discounts)

Pub Type- Legal/Legislative/Regulatory Materials (090) - Collected Works - General (020)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-*Court Litigation, *Due Process, School Policy, School Responsibility, Search and Seizure, Secondary Education, *Student Rights, *Student School Relationship

Based on past court litigation, this publication summarizes students rights concerning search and seizure, exceptions to these rights, and the legal effects of violating these rights. Administrative recommendations are made. (MLF)

ED 168 163 EA 011 438

Dohan, Margaret

Principals and Vice-Principals. Bibliographies in Education No. 65.

Canadian Teachers' Federation, Ottawa (Ontario).

Pub Date-Aug 78

Note-54p.; For related documents, see ED 114 995; Not available in paper copy due to light print of original document

Pub Type- Reference Materials - Bibliographies (131)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-*Assistant Principals, *Bibliographies, Elementary Secondary Education, *Principals

This bibliography lists material published on principals and vice-principals since March 1975. The entries include 215 books, 437 articles, and 6 theses. A list is provided of the Federation's publications in this series. (JM)

ED 167 739 CE 019 301

The Incremental Improvement of a Division Wide Career Education Program. Final Report.

Bedford County Public Schools, Va.
Spons Agency-Office of Career Education (DHEW/OE), Washington, D.C.
Pub Date-77
Grant-300-76-0336
Note-31p.; Not available in hard copy due to light print in the original document; For related documents see CE 019 306, CE 019 317-319, ED 132 284, and ED 138 786
Pub Type- Reports - Descriptive (141)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-*Career Development, *Career Education, *Curriculum Development, Elementary Secondary Education, *Faculty Development, Fused Curriculum, *Guidance Services, Inservice Teacher Education, *Job Placement, Teacher Developed Materials, Vocational Counseling
Identifiers-Education Amendments 1974

The major objective of a project conducted by the Bedford County Public Schools in Virginia was to refine and further implement the model Career Education K-12 curriculum. Curriculum committees in five areas (art, language arts, mathematics, physical education, and social studies) were selected and given released time to receive in-service help and to write career education infused curriculum guides. Additional mini-courses were prepared for pupil and counselor/teacher use. Several of these courses were adapted, along with other materials, into a Career Education Handbook which was distributed to all instructional personnel. Teachers and guidance personnel received in-service to help them implement their part of the career education model. Key teachers from each elementary school and from secondary departments were selected to receive in-service on various topics. These teachers in turn shared the material with their colleagues. Guidance personnel received help on placement and career counseling and how to operate a career resource center. All activities were designed to assist students with self awareness and career awareness. Activities for secondary students were designed to aid in career preparation and decisionmaking skills. The project staff and guidance personnel developed and implemented a Plan for Job Placement, consisting of two components, career counseling and job placement. All activities were shared with special education students and gifted and talented students. Many activities were devoted to making school personnel aware of sex role stereotyping. (Author/BM)

ED 167 774 CE 020 136

Special Projects for Improvement in Nurse Training: A Listing.

Health Resources Administration (DHEW/PHS), Bethesda, Md. Div. of Nursing.
Report No.-DHEW-HRA-78-87
Pub Date-Aug 78
Note-171p.
Available from-Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (Stock Number 017-041-00127-1)
Pub Type- Reference Materials - Directories/Catalogs (132) - Reports - Descriptive (141)
EDRS Price - MF01/PC07 Plus Postage.
Descriptors-Federal Legislation, *Nursing, *Program Improvement, *Projects
Identifiers-Health Manpower Act 1968, Nurse Training Act 1971, Nurse Training Act 1975, Nursing Training Act 1964

The special projects for improvement in nurse training listed here were funded by the Division of Nursing for the period June 1965 to June 1978. The list is arranged alphabetically by state, city, institution, and project. Each entry includes the following: grant code number, project period, institution name and address, project title, project category, and a brief project description. The project categories are as follow: career development, curriculum revision, expanded clinical role, faculty development, instructional technology, new programs, program evaluation, planning grants, remedial services, and special financing. (EM)

ED 167 810 CE 020 283

Hoyt, Kenneth B.
American Legion/American Legion Auxiliary and Career Education. Monographs on Career Education.
Office of Career Education (DHEW/OE), Washington, D.C.
Pub Date-Jul 78
Note-21p.; For related documents see ED 130 034, ED 131 281, ED 132 367, ED 132 428, ED 134 821, ED 134 905, ED 146 361, ED 162 158-160, CE 018 896-898, CE 020 110-111, and CE 020 278-283
Available from-Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (Stock Number 017-080-01903-5)
Pub Type- Reports - Descriptive (141)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Career Education, *Community Involvement, *Community Organizations, National Organizations, *School Community Cooperation, *Youth Programs
Identifiers-*American Legion, *American Legion Auxiliary

This document is one in a series of monographs aimed at providing a narrative summary of ideas and thoughts gathered from particular community segments represented in a series of mini-conferences held to discuss the concept of collaboration in career education. In this monograph, the career education activities of the American Legion and American Legion Auxiliary are discussed. First, an overview of these organizations is presented. Next, specific career education program activities suggested by the PACT (Post Auxiliary Community Together in Education'') booklet are described. Suggestions for infusing career education into on-going Legion/Legion Auxiliary programs, such as Boys State and Girls State, are also included. Finally, problems facing the American Legion/and American Legion Auxiliary in career education are discussed, along with the potential of these organizations for making positive contributions to career education. Appended are lists of mini-conference participants and of related issues and questions generated in the mini-conference. (The proceedings of each mini-conference are reported in detail in ERIC documents CE 020 110-111). (BM)

ED 167 828 CE 020 368

Assessing Large-Scale Public Job Creation. R&D Monograph 67.

Employment and Training Administration (DOL), Washington, D.C.
Pub Date-79
Note-339p.; Parts may not reproduce clearly
Available from-Inquiries Unit, Employment and Training Administration, U.S. Department of Labor, Room 10225 Patrick Henry Building, 601 D Street, N.W., Washington, D. C. 20213; Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (Stock Number 029-00362-9)
Pub Type- Reports - Evaluative (142)
EDRS Price - MF01/PC14 Plus Postage.
Descriptors-Administrative Policy, Community Programs, *Cost Effectiveness, Employment Opportunities, Employment Potential, *Employment Programs, *Job Development, Job Skills, Job Training, Manpower Development, *Manpower Needs, Occupational Information, Political Issues, Program Attitudes, Program Development, Public Policy, *Public Service Occupations, Public Support, *Unemployment
Identifiers-Comprehensive Employment Training Act

To assess the feasibility of large-scale, countercyclical public job creation, a study was initiated. Job creation program activities were examined in terms of how many activities could be undertaken; what would be their costs; and what would be their characteristics (labor-intensity, skill-mix, and political acceptability) that might contribute to cost benefit analysis. Onsite and offsite job-creation was considered. The potential inflationary pressure that could be generated was also considered. Finally, administrative and organizational issues that might pose significant implementation barriers were reviewed. Information was gathered through field visits and correspondence with national organization representatives in Washington and representatives from twenty-four local communities. Some major findings and conclusions are (1) the study identified 233 potential job-creation activities in twenty-one program areas. The largest number of activities were in public works, environmental quality, education, social services, and criminal justice; (2) inferences about average costs and targeting effectiveness should not be drawn from onsite job-creation and cost data alone; (3) worker selection targeting restrictions and eligibility criteria ought to be flexible; and (4) selected priorities areas include housing, health, and criminal justice. Inadequate planning time and training resources were singled out, among seven potential barriers, as amenable to policy actions to minimize the difficulties they produce. (CSS)

ED 167 846 CE 020 445

Larter, Sylvia And Others

Students' Attitudes to Work and Unemployment. Part II: The Attitude Questionnaire. Research Service, Toronto Board of Education (Ontario). Research Dept.

Pub Date-Mar 79
Note-105p.; Not available in hard copy due to thin type in the original document; For a related document see ED 162 132
Pub Type- Reports - Research (143) - Tests/Questionnaires 160)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-*Employment Opportunities, Females, Males, *School Responsibility, Secondary School Students, *Student Attitudes, *Unemployment Insurance, *Work Attitudes, *Work Experience, Youth Employment
Identifiers-Ontario (Toronto)

The purposes of the second part of a three-phase study were to examine the attitudes of Toronto secondary school students to work and unemployment and to examine the differences in the attitudes held by males, females, and students with varying degrees of work or job search experience. A total of 1,815 were asked to respond to an attitude questionnaire. The overall response rate was 54% or 975. The 100-item questionnaire was statistically refined so that the version used in the analyses contained 12 subscales made up of 59 items. The students' responses were analyzed for each of the following subscales: (1) Should schools prepare students for the work world?; (2) Jobs available for young people are undesirable; (3) Doing other things is more interesting than holding down a good job from age 16 to 24; (4) Taking an inconvenient or undesirable job is preferable to being on unemployment insurance; (5) It is important to hold down a high quality job from age 16 to 24; (6) Jobs available for young people are high quality; (7) Those in authority are doing things to reduce unemployment; (8) Youth unemployment exists because of the attitudes of the young; (9) Being on unemployment insurance is preferable to taking an undesirable job; (10) The rate of youth unemployment inspires the young to try harder; (11) The rate of youth unemployment results in feelings of depression among the young; (12) Youth unemployment exists because foreign countries benefit from Canadian resources. (The data are summarized in this report for each subscale and conclusions are made; results of the first survey on desires and experiences concerning work are found in ERIC document ED 162 132.) (Author/BM)

ED 167 894 CG 013 292

Gordon, Wayne And Others

The Psychosocial Problems of Cancer Patients: A Prospective Study.

Spons Agency-National Cancer Inst. (NIH), Bethesda, Md.
Pub Date-28 Aug 78
Contract-N01-CN-55188
Note-11p.; Paper presented at the Annual Convention of the American Psychological Association (86th, Toronto, Ontario, Canada, August, 1978)
Pub Type- Speeches/Meeting Papers (150) - Reports - Research (143)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Behavior Patterns, *Coping, Diseases, Evaluation Methods, Individual Differences, Intervention, *Patients (Persons), *Personal Adjustment, *Psychological Characteristics, Psychotherapy, *Rehabilitation Counseling, Rehabilitation Programs

The course of psychosocial adjustment to cancer was examined in 105 adults with cancer of the lung, breast and skin. Half of the patients received a program of systematic psychosocial rehabilitation plus evaluation, and the other half received only an evaluation, consisting of a series of psychometric instruments and a problem-oriented structured clinical interview. Patients in the intervention group received a comprehensive program of psychosocial services based on individual need. One rehabilitation worker was assigned to each patient, and this worker followed a patient from day of hospital admission through six months after hospital discharge. Results indicate that: (1) different cancer patients experience peak vulnerability'' at different points during the course of their disease; (2) initial psychometric scores can predict the total number of psychosocial problems reported at the end of six months; (3) intervention and control groups differed in that intervention patients were less likely to exhibit denial'' concerning their illness; and (4) intervention patients engaged in more social and recreational activities at the end of the six-month program. (Author)

ED 167 942 CS 004 372

Vellutino, Frank R.

Visual Processing Deficiencies in Poor Readers: A Critique of Traditional Conceptualizations of the Etiology of Dyslexia.

Pub Date-Aug 78
Note-56p.; Paper presented at the Annual Meeting of the International Reading Association World Congress on Reading (7th, Hamburg, West Germany, August 1-3, 1978)
Pub Type- Reports - Evaluative (142) - Speeches/Meeting Papers (150)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-*Dyslexia, Elementary Education, *Linguistic Difficulty (Inherent), *Reading Difficulty, *Reading Research

This discussion of dyslexia addresses the popular view that reading disability in children with dyslexia is caused by dysfunction in visual processing. Several visual deficit theories are presented and challenged. In addition, evidence for and against specific hypotheses is reviewed and evidence is presented that supports the likelihood that reading disability is caused either by deficiencies in one or more aspects of linguistic functioning or by a specific disorder in visual/verbal integration. (TJ)

ED 167 964 CS 004 687

DeMarco, Anita J.

Helpbook: Helping Energetic Learning Parents in Readiness.

Franklin Area School District, Pa.

Pub Date- 78

Note-62p.; For related documents, see CS 004 687-690

Pub Type- Guides - General (050)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors-Alphabetizing Skills, Early Childhood Education, *Early Experience, Economically Disadvantaged, Language Development, *Learning Activities, Listening Skills, *Parent Child Relationship, *Parent Participation, Physical Development, *Prereading Experience, Preschool Children, *Reading Readiness

One of a series of four guides developed for use by parents of children enrolled in a Title I reading improvement program, this booklet provides learning activities and suggestions for developing reading readiness in preschool children. The areas covered include language development, following directions, likenesses and differences, television, listening, physical development, drawing and coloring, the alphabet, preparation for school, and handwriting. (FL)

ED 168 101 CS 502 458

Rutherford, Lewis

Are We Preparing Teachers to Teach Communication Skills?

Pub Date-Apr 79

Note-10p.; Paper presented at the Annual Meeting of the Southern Speech Communication Association (Biloxi, Mississippi, April 11-14, 1979)

Pub Type- Opinion Papers (120) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Communication Skills, Composition (Literary), *Curriculum Design, *English Curriculum, *English Instruction, Higher Education, *Language Arts, Listening Skills, *Preservice Education, Reading Instruction, Speech Communication

Although English teachers must spend 40 to 60% of their teaching time in developing the listening, composition, reading, and speech skills of their students, most college English programs allow only 8% of the professional course time for teacher preparation in these skill areas. Even in those colleges that offer a language arts major, the majority of course requirements are in literature. To provide prospective teachers with a central view of language, the communication arts courses must be brought together under the supervision of one department, and a new kind of major in communication arts must be devised. This major would include the following required courses: English courses in the rhetoric of oral and written composition, the understanding of language structure, and the understanding of literary genre; speech courses that focus on the oral interpretation of literature, listening debate and discussion, acting, and directing; developmental and remedial reading courses; a course on the psychological foundation of reading; and an introduction to journalism. (MAI)

ED 168 142 EA 011 416

Summary of Major Legislative Action of the Committee on Education and Labor. (Committee Print.)

Congress of the U.S., Washington, D.C. House Committee on Education and Labor.

Pub Date-Nov 78

Note-38p.; Not available in paper copy due to small print of original document; Pages IV-VII may be illegible

Pub Type- Legal/Legislative/Regulatory Materials (090)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-*Educational Legislation, Elementary Secondary Education, *Federal Legislation, Higher Education

This summary of the major legislative action of the House Committee on Education and Labor provides brief descriptions of legislation covering such topics as alcohol and drug abuse, black lung benefits, education of the handicapped, higher education, student assistance, sex discrimination based on pregnancy, and juvenile justice. (IRT)

ED 168 184 EA 011 462

Lynch, Patrick D.

Introduction to a Comparative Study of Educational Administration.

Pub Date-8 Apr 79
Note-29p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, Calif., April 8-12, 1979)
Pub Type- Information Analysis (070) - Speeches/Meeting Papers (150)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Administrator Role, Comparative Analysis, *Comparative Education, Cross Cultural Studies, Economics, *Educational Administration, Educational Economics, Educational History, Educational Philosophy
Identifiers-Position Papers

Comparative educational administration is not yet a recognized field, although a number of works concerning cross-cultural educational literature are directly applicable to such studies. Four themes are apparent in relevant works. Beginning in the 19th century, the earliest works focused on European schools in the hopes America could learn from the European systems. The second period of literature was marked by comparative works ranging from analyses of cultural and political barriers and structural-functional descriptions. In the post-World War II period, American educators concentrated on how to import democratic ideals to formerly totalitarian systems. At present, the literature of comparative inquiry is dominated by economics, including rate of return studies, and studies concerning the consequences of structured economic relationships. Comparative educational administration lacks the literature base found in the fields of comparative law, public administration, or political science. The time is overdue for a comparative approach to the study of educational administration. The role of administrators can be studied in conjunction with such issues as the nature and effects of schooling, preserving cultural integrity, the viability of rural areas, the role of education in national development, the responsiveness of educational bureaucracies, and change models. Tools to be used in this field are social and philosophical analysis and knowledge about cultural imperatives. (Author/JM)

ED 167 792 CE 020 246

Whiteside, Daniel F. And Others
Health Manpower Planning: A Comparative Study in Four Countries. Volume 1. Health Manpower References.
Pan American Health Organization, Washington, D. C.
Spons Agency-Health Resources Administration (DHEW/PHS), Bethesda, Md. Bureau of Health Manpower.
Report No.-DHEW-HRA-78-94
Pub Date-78
Contract-HRA-282-77-0211-FS
Note-176p.; Parts may not reproduce clearly due to light print
Pub Type- Reports - Descriptive (141) - Speeches/Meeting Papers (150)
EDRS Price - MF01/PC08 Plus Postage.
Descriptors-Delivery Systems, *Educational Needs, Foreign Countries, Government Role, Health Conditions, *Health Personnel, Health Services, *Manpower Development, *Manpower Needs, Needs Assessment, *Planning, Policy Formation, Program Coordination, Program Evaluation, Program Planning, Public Policy
Identifiers-Columbia, Ecuador, Honduras, Pan American Health Organization, United States

The health manpower planning experiences of four countries reported here were presented in a traveling seminar held for member countries of the Pan American Health Organization. Focus was on what should be carried out in any country to coordinate the training of health workers with the operation of health services. Following the introduction, the content is presented in six chapters. The first one, on the process and background of manpower planning, covers the role of governments, government-university relationships, government structure, and health planning. Chapter 2 discusses the phases in manpower planning, such as analyzing the manpower training and use situation, analyzing the health care system, determining the health and education needs of the population, identifying issues, formulating a health manpower policy and plan, executing the plan, and evaluating the results. The remaining four chapters describe the planning modalities in Columbia, Ecuador, Honduras, and the United States, with each chapter covering the following: the country and its population, health conditions, health services, human and physical health care resources, national health policy, health manpower policy, health manpower units and their programs, and the future. Conclusions and recommendations are presented at the end of this report. (EM)

ED 167 870 CG 013 266

Fiske, Donald W.

Red Capes, Red Herrings, and Red Flags.

Spons Agency-National Inst. of Mental Health (DHEW), Rockville, Md.
Pub Date-29 Aug 78
Note-10p.
Pub Type- Speeches/Meeting Papers (150) - Opinion Papers (120)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Assertiveness, Attribution Theory, Behavioral Science Research, *Behavior Development, *Cognitive Development, *Concept Formation, Individual Psychology, Interaction, *Personality, *Psychological Characteristics

The argument that the personality structures obtained from retrospective ratings reflect semantic similarity structures has been as provocative as a red cape in the bull ring. High congruence between those two kinds of structures seems well established. What is less clear is how and why those structures differ from that for immediate judgments of the same behaviors. The time interval between perceiving the pertinent behavior and making a judgment about it is involved in such differences. Another is the level of abstraction involved in the variables usually used. More fundamental than this ongoing controversy, however, is the fact that there is no one personality structure: personality structures change with the variables studied and even with the instruments used to measure any one set of variables. To get dependable, replicable findings, the observer's idiosyncratic contributions must be separated from his judgments. This can be done by concentrating on simple, short actions. Alternatively, how people make attributive judgments can be studied as well as the evaluative judgments that people must make about others, in carrying out the activities of everyday living. (Author)

ED 167 919 CG 013 325

Hare-Mustin, Rachel T. Broderick, Patricia C.
The Motherhood Inventory: A Questionnaire for Studying Attitudes Toward Motherhood.
Pub Date-Aug 78
Note-19p.; Paper presented at the Annual Convention of the American Psychological Association (86th, Toronto, Ontario, Canada, August, 1978)
Pub Type- Speeches/Meeting Papers (150) - Reports - Research (143)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-College Students, Educational Experience, *Mothers, Rating Scales, *Religious Factors, Role Conflict, *Sex Differences, *Social Attitudes
Identifiers-*Attitudes Toward Women Scale, *Motherhood Inventory

The Motherhood Inventory (MI) is a 40-item questionnaire developed to study attitudes toward motherhood and the motherhood myth. It includes items related to the control of reproduction, abortion, adoption, single motherhood, male-female relationships, and idealized and punitive attitudes toward mothers. The MI was investigated using 301 subjects drawn largely from undergraduate and graduate students at an Eastern Catholic University and their parents. Comparisons with scores on the Spence-Helmreich Attitudes toward Women Scale (AWS) revealed that the sample was more liberal than the original AWS sample. Men held significantly more traditional attitudes toward motherhood than women. Younger subjects also agreed more with the myth of motherhood. Catholics more than non-Catholics rejected abortion and supported the primacy of the woman's role as mother. Education produced the most pronounced effect on attitudes toward motherhood, with college graduates holding more liberal attitudes. (HLM)

ED 167 990 CS 204 267

Yellin, David

A Report on Two Views of the Deficit Theory of Language.

Pub Date Apr 77
Note-32p.; Paper presented at the Annual National Conference on Language Arts in the Elementary School (9th, Phoenix, Arizona, April 22-24, 1977)
Pub Type- Speeches/Meeting Papers (150) - Information Analysis (070)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Black Youth, Child Language, Compensatory Education Programs, *Disadvantaged Youth, Early Childhood Education, *Educational Theories, Elementary Education, Foreign Countries, Intelligence, *Language Ability, *Language Attitudes, Language Handicaps, *Language Research, *Nonstandard Dialects, Teacher Attitudes
Identifiers-Language Deficit Theory

The views of proponents and opponents of the language deficit theory the theory that nonstandard dialect is a deficient form of language are presented in this paper. Following a description of the work of Basil Bernstein, a British educator who is considered the key figure among proponents of the theory, the paper presents an overview of the work of four other British proponents Frieda Goldman-Eisler, Lorna Bell, and D. M. and G. A. Gahagan and of four prominent United States proponents Benjamin Bloom, Carl Bereiter, Siegfried Engelmann, and Martin Deutsch all of whom advocate compensatory education for children labeled as culturally deprived. It also mentions the related work of Hilda Taba and Deborah Elkins and the controversial work of Arthur Jensen, whose conclusions pointed to the existence of language deficiencies among minority children. The paper then presents the views of scholars who reject the entire notion of language deficiency. Those in this group whose work is summarized are William Labov, the foremost opponent of the theory; Walter Wolfram; Susan Houston; and Joan and Stephen Baratz. Finally, the paper cites research that points to the damaging effects of teachers' negative attitudes toward disadvantaged students, and it discusses Herbert Ginsburg's work, which counters results that point to deficiences among disadvantaged children. Twenty-two related studies are listed and annotated. (GT)

ED 168 034 CS 204 738

Stevenson, Robert L. Ismach, Arnold H.

Newspaper Readership and Community Ties; Precision Journalism: Coming of Age. ANPA News Research Report No. 18.

American Newspaper Publishers Association, Washington, D.C.

Pub Date-9 Mar 79

Note-10p.

Pub Type- Information Analysis (070) - Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Audiences, *Community Involvement, *Journalism, *Media Research, *Newspapers, News Reporting, Research Methodology

Identifiers-*Precision Journalism, *Readership Analysis

The first of two articles in this report offers a survey of how community ties lead to various psychological needs that are the motivation for newspaper reading. It identifies three distinct audience segments: the traditional audience, with permanent bonds to the community, whose need for information, guidance, and community surveillance leads to the reading of hard news, editorials, and background features; the more mobile readers, less tied to the community, who use the newspaper for entertainment and as a guide to leisure opportunities; and the peripheral readers, with few contacts to the community, who use the newspaper to maintain vicarious links with the community and to fill time that is not taken up by demands of family, job, and community activities. The second article reviews the origins of precision journalism (the use of social science research methods by editors and reporters), offers examples of past and future applications in the newsroom, and outlines ways that any newspaper can begin using these reporting techniques. (Author/FL)

ED 168 056 CS 204 770

Idstein, Pete Carey, Dennis

The Effect of Individualized Instruction on the Acquisition and Transfer of Grammar Skills of Academically Deficient Students.

Pub Date-Apr 79

Note-14p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, California, April 1979)

Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Academically Handicapped, Educational Research, English Instruction, Higher Education, *Individualized Instruction, Low Achievers, *Mastery Learning, Teaching Methods, *Traditional Grammar, *Writing Skills

A total of 51 students participated in a study to determine the effect of a behaviorally oriented individualized instruction program on the objective grammar proficiency of academically deficient college freshmen. From a group of special students, 15 were randomly selected for the individualized instruction while 17 were assigned to sections of freshman English not using individualized instruction. A third group of students from regular English classes was used for comparison purposes. Students in all three groups were given a grammar test and wrote 250-word themes at the beginning of the 15-week semester. At the end of the semester, the students in all three groups took the standard department final examination, which included a grammar test and the writing of a 250-word theme. The findings suggested that the grammar skills of academically deficient students could be substantially improved; however, they did not support the notion that formal grammar ability transfers to theme writing. (FL)

ED 168 122 EA 011 388

State Mandating of Local Expenditures. In Brief.
Advisory Commission on Intergovernmental Relations, Washington, D.C.
Pub Date-Aug 78
Note-38p.; Not available in paper copy due to small print size of original document
Available from-Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (Stock No. 052-003-00572-7; $1.60)
Pub Type- Legal/Legislative/Regulatory Materials (090)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-*Expenditures, *Government Role, *Local Government, State Government, *State Legislation, State Programs
Identifiers-California, State Mandates

State mandates constitutional, statutory, or administrative actions that either limit or place requirements on local governments are often opposed because they are not reimbursed or because they restrict the decision-making authority of local government officials. This report of the Advisory Commission on Intergovernmental Relations examines the state role in mandating local actions. It also highlights the experience of one state, California, and explains the commission's eight-point case for its policy of deliberate restraint. An extensive appendix lists state mandates that govern local personnel, police, fire, environmental protection, education, and social services. (Author/LD)

ED 168 164 EA 011 441

Levis, Rae M.

Potential Working Relationships Between ESA's and the R & D Exchange.

Wayne County Intermediate School District, Detroit, Mich.
Spons Agency-National Inst. of Education (DHEW), Washington, D.C.
Pub Date- 79
Note-83p.
Pub Type- Opinion Papers (120) - Reports - Evaluative (142)
EDRS Price - MF01/PC04 Plus Postage.
Descriptors-Educational History, Elementary Secondary Education, Information Dissemination, Interagency Cooperation, Interagency Coordination, *Intermediate Administrative Units, *Research and Development Centers, Research Reviews (Publications), *School Districts, *State Departments of Education, Urban Schools
Identifiers-*Research and Development Exchange

This paper examines the existing and potential roles of educational service agencies (ESAs) and their relationships with state education agencies (SEAs) and local education agencies (LEAs). Special attention is focused on urban school districts. The paper also critically analyzes these roles and relationships as they relate to dissemination functions, with particular emphasis on the role of the ESA in the Research and Development Exchange (RDx). The history of the ESA is outlined, and studies of the education service agency in Michigan, Pennsylvania, and other states are examined. These studies lead to specific recommendations regarding generally appropriate roles and functions. Roles and functions for the ESA in dissemination evolve from recent federal legislation focusing on research relative to educational change, broker/facilitator roles, nature of the educational enterprise, state and national dissemination agencies, and educational renewal and reform. A number of specific conclusions and recommendations relevant to the ESA and RDx are offered: no nationwide single-agency system or configuation for dissemination can adequately respond to all education needs; the professional community must support comprehensive research and development evaluation studies about regionalism; and the RDx configuration needs more client user input at all levels of planning, management, and stages of development. (Author/JM)

ED 168 249 EC 113 914

Part 15: Title I-Neglected and Delinquent and Foster Children Programs. Hearing Before the Subcommittee on Elementary, Secondary, and Vocational Education of the Committee on Education and Labor. House of Representatives, Ninety-Fifth Congress, First Session on H.R. 15 to Extend for Five Years Certain Elementary, Secondary, and Other Education Programs.

Congress of the U.S., Washington, D.C. House Committee on Education and Labor.
Pub Date-5 Oct 77
Note-52p.; Hearings held in Washington, D.C., October 5, 1977 ; Not available in hard copy due to marginal legibility; Several pages have been removed
Pub Type- Legal/Legislative/Regulatory Materials (090)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-*Delinquency, *Federal Legislation, Hearings, *Institutionalized Persons, *Neglected Children
Identifiers-*Elementary Secondary Education Act Title I

The proceedings from the Congressional hearings on extension of Title I monies for delinquent and neglected children in state institutions present statements of three professionals (G. Ahart, Director, Human Resources Division, General Accounting Office; G. Decell, Director, South Carolina Department of Youth Services; and P. Mancini, program support branch, Division of Education for the Disadvantaged, U.S. Office of Education). Four appendixes are provided, including text of Public Law 93-380, Title I Elementary Secondary Education Act, Section 123, Programs for Neglected or Delinquent Children. (CL)

ED 168 274 EC 114 144

Price, Marianne And Others
Project Partners in Education: Final Report.
Montgomery County Intermediate Unit 23, Blue Bell, Pa.
Spons Agency-Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.
Pub Date-78
Grant-OEG-7701460
Note-354p.; Document may not reproduce well due to color of paper in the original; For related information, see EC 114 143
Pub Type- Reports - Descriptive (141) - Reports - Evaluative (142)
EDRS Price - MF01/PC15 Plus Postage.
Descriptors-Elementary Secondary Education, *Handicapped Children, *Individualized Programs, *Inservice Teacher Education, *Parent Education, *Parent Role, Program Planning, *Teacher Role
Identifiers-Pennsylvania (Montgomery County), *Project Partners in Education

The final report describes Project Partners in Education'', a Montgomery County (Pennsylvania) project, designed to create a corps of resource persons composed of parents and teachers who would be knowledgeable about the entire IEP (individualized educational plan) process; and to obtain data on the extent of actual IEP implementation on the classroom, the time committtment necessary on the part of teachers and supervisors for the total IEP process, and the cost of teacher and supervisory time incurred in IEP implementation. Initial sections address the following topics: project personnel; original project objectives; participants, clientele, and organizational setting; procedures, services, and activities; evaluation procedures; formal research and evaluation findings; project results; implications of project results; factors relevant to success and shortcomings; concrete project output; dissemination activities; continuation of project activities after cessation of federal funds; and efforts by other agents to adapt or adopt project activities. Appended materials, which make up the bulk of the document, include a copy of the Partners in Education inservice training manual, parent visitation forms, the Partners in Education IEP cost study, a list of resource persons for IEP implementation, a consultant report, and partial dissemination listing. (SBH)

ED 167 723 CE 018 876

Implementation of Systematic Planning for Comprehensive Programs of Guidance, Counseling, Placement and Follow-Through in Illinois Phase One. Final Report.

Illinois Univ., Urbana. Dept. of Vocational and Technical Education.
Spons Agency-Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C.
Pub Date-78
Contract-RD1-A8-630
Note-68p.; Parts of some of the initial pages will not reproduce well due to broken print
Pub Type- Reports - Descriptive (141)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-Career Planning, *Comprehensive Programs, Information Dissemination, Inservice Education, *Job Placement, *Occupational Guidance, Postsecondary Education, *Program Development, Program Planning, School Personnel, Secondary Education, Staff Improvement, Statewide Planning, Systems Development, *Vocational Counseling, Vocational Education, *Vocational Followup, Workshops
Identifiers-Illinois

A project was initiated to disseminate staff development materials which provide a model for systematically planning comprehensive systems of guidance, counseling, placement, and follow-through and to help Illinois educational agencies in efficiently operating comprehensive guidance and counseling programs. In the first of a two-phase project, objectives accomplished or partially accomplished included (1) making needed revisions and reproducing 500 copies of a previously developed and tested planning model for comprehensive systems of guidance, counseling, placement, and follow-through A Programmatic Approach to Guidance Excellence (PAGE 2); (2) disseminating PAGE 2 planning model copies to educational institutions/agencies for staff development; (3) training at least one facilitator in nineteen Illinois career guidance centers to instruct staff and personnel in school districts in their service region in the use of the model (twenty facilitators from eighteen centers received training); (4) beginning preparation of Illinois educational and community personnel in the use of guidance and counseling planning tools; and (5) providing a variety of personnel trained in guidance/counseling tools' use. Of sixty-two persons involved in three completed workshops, 89% elected to enroll in a University of Illinois staff development course offered in conjunction with the workshops. (Workshop materials, information, and evaluation are included in the report.) (CSS)

ED 167 943 CS 004 377

Mosenthal, Peter And Others

The Interaction between Linguistic and Paralinguistic Factors in Word Recognition: Towards a Preliminary Model and Its Implications for Defining Good and Poor Readers.

Pub Date-May 78
Note-22p.; Paper presented at the Annual Meeting of the International Reading Association (23rd, Houston, Texas, May 1-5, 1978); Best copy available
Pub Type- Opinion Papers (120) - Reports - Evaluative (142) - Speeches/Meeting Papers (150)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-*Decoding (Reading), *Linguistics, *Models, *Paralinguistics, Reading Ability, Reading Achievement, Reading Comprehension, *Reading Research, Research Problems, *Word Recognition

Noting the limitations of recent word recognition research, this paper suggests ways that these limitations might be overcome and then extends these suggestions into a framework for distinguishing between good and poor readers' ability to comprehend words. The paper begins by reviewing the major models of word recognition and discussing their limitations. It then proposes a new model that considers the social context of the reading act, its motivational context, the schema brought to the task by the reader, and the reader's range of strategies for operating within the framework of the linguistic context of a word, phrase, sentence, paragraph, or story. It concludes be defining good and poor readers in light of the new model. (FL)

ED 167 965 CS 004 688

Huber, William T., Jr.
Helpbook: Helping Energetic Learning Parents in Primary Grades.
Franklin Area School District, Pa.
Pub Date- 78
Note-28p.; For related documents, see CS 004 687-690
Pub Type- Guides - General (050)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Economically Disadvantaged, Independent Reading, *Learning Activities, *Parent Child Relationship, *Parent Participation, Primary Education, Reading Games, *Reading Improvement, Reading Interests, Reading Skills, Vocabulary Development, Word Lists

One of a series of four guides developed for use by parents of children enrolled in a Title I reading improvement program, this booklet provides learning activities and suggestions for improving the reading abilities and skills of primary school children. The areas covered are developing the child's interest in reading and encouraging independent reading, supporting reading instruction, and developing oral language, sight vocabulary, the senses, and handwriting. (FL)

ED 168 011 CS 204 686

Riggle, Richard

Psychological Constraints on the Utilization of a Mastery Approach to the Language Arts.

Pub Date-Nov 78
Note-11p.; Paper presented at the Annual Meeting of the National Council of Teachers of English (68th, Kansas City, Missouri, November 23-25, 1978)
Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Anxiety, *Composition (Literary), *English Instruction, Higher Education, *Mastery Learning, *Student Attitudes

To explore attitudes having a direct relationship to written composition and mastery learning, 80 undergraduate college students were asked to respond to questions that centered on the issues of criteria for determining when a composition is complete, feelings associated with having to repeat a task, and the idea that one's best effort should be satisfactory performance. Responses indicated that quantity of thought was the major criterion in determining when a composition is complete. However, a mastery approach would require a composition to be expressed in such a way that communication is as important as number of ideas. Undergraduates indicated that they were willing to repeat a task provided they receive constructive feedback prior to the repetitive activity. Students who are expected to rewrite until a level of mastery is achieved must therefore be provided with a support system. Finally, students were divided on whether or not one's best effort should be satisfactory performance, some arguing that no one ever does his or her best. The attitude statements indicate that the initial encounter with mastery learning should be preceded by compensatory arrangements that would reduce stressful conditions. (TJ)

ED 168 079 CS 502 419

Cooper, Stephen

Communication Education and the Teaching of English as a Second Language.

Pub Date- 78

Note-16p.; Study prepared at Louisiana State University

Pub Type- Information Analysis (070)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Bilingual Education, Black Dialects, *Communicative Competence (Languages), Educational History, Educational Resources, Educational Trends, Elementary Secondary Education, *English (Second Language), Immigrants, *Language Instruction, *Language Programs, *Minority Groups, *Speech Communication

Changes in the field of teaching English as a second language (TESL), especially in the last two decades, have included increased recognition of the language needs of learners in numerous circumstances and have resulted in greater attention to the problems of language minority groups in the United States. TESL today is strong and growing, has achieved professional status, and has expanded in teaching, teacher training, and research. Three current areas of TESL of potential interest to teachers of speech are programs for bilingual children, for children in immigrant groups, and for minority children who speak a nonstandard dialect such as Black English. Basic resources for TESL teachers include a wide array of professional groups, professional publications, commercial texts and materials, and other aids. The recent stress on communicative competence has led to increased collaboration between ESL and speech or language arts teachers and has had an impact on TESL curriculum design, practical exercises, and testing programs. (GT)

Griffin, Keith H.
Ethics and Forensics.
Pub Date-Oct 78
Note-11p.; Paper presented at the North Carolina Theatre and Speech Combined Conference (Boone, North Carolina, October 1978)
Pub Type- Speeches/Meeting Papers (150) - Opinion Papers (120)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Debate, *Ethical Values, Higher Education, *Philosophy, *Speech Communication, *Student Teacher Relationship, *Teacher Role

Building a strong college debate program begins in the classroom where the coach can help young people engage in comprehensive research of contemporary findings, integrate the findings into meaningful analysis, develop argumentative skills, think on their feet, and do the best job of debating possible. A coach must also communicate to debaters that while the skills and techniques developed in college should not fall into disrepair, graduation is the time when educational debate is finished, the game is over. In addition to teaching ethics as criteria for debate, a coach can impart a philosophy of ethics that can be applied to the real world concerning one's sense of duty and obligation toward himself or herself as well as to others, to know as much of the truth as can be discerned, to seek arguments in defense of propositions that will lead to the harmonious satisfaction of human wants and needs, and to meet the tests of logical adequacy. Speakers must learn to study their relationships with their audience, assume responsbility for what they advised, welcome diversity of opinion, and not justify the means by the goal. (TJ)

ED 168 143 EA 011 417

Health and Safety in the School Environment. A Manual of Recommended Practice.

Center for Disease Control (DHEW/PHS), Atlanta, Ga.
Report No.-DHEW-CDC-78-8368
Pub Date-Sep 78
Note-85p.
Pub Type- Guides - General (050)
EDRS Price - MF01/PC04 Plus Postage.
Descriptors-*Educational Facilities, *Environmental Criteria, Facility Guidelines, *Health Conditions, Physical Environment, *Safety

This manual emphasizes the health relationships in the physical school environment and provides environmental criteria by which existing or planned facilities can be evaluated. Individual chapters deal with school health programs; planning for new schools; school site selection, building plan, and plan review; water supply; plumbing; sewage disposal; food service facilities and operation; illumination; thermal environment; acoustics; injury control; solid waste management; anthropod and rodent control; general housekeeping and maintenance. Appendix A lists publications on state guidelines and regulations. Appendix B offers recommendations concerning design of buildings for energy savings. Appendix C gives the American National Standards Institute specifications for making buildings accessible to the physically handicapped. This manual should prove useful to all persons concerned with providing healthful schools, including parents, teachers, administrators, planners, and health service workers. (Author/LD)

ED 168 206 EA 011 496

Runkel, Philip J. And Others

Transforming the School's Capacity for Problem Solving.

Oregon Univ., Eugene. Center for Educational Policy and Management.
Spons Agency-National Inst. of Education (DHEW), Washington, D.C.
Pub Date-78
Contract-400-75-0018; NE-C-00-3-0083
Note-146p.
Available from-Center for Educational Policy and Management, College of Education, University of Oregon, Eugene, Oregon 97403 ($7.95)
Pub Type- Books (010) - Guides - Non-Classroom (055)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-*Adoption (Ideas), Change Agents, *Decision Making Skills, Elementary Secondary Education, *Organizational Change, *Problem Solving, Program Improvement, *Urban Schools

The purpose of this book is to explain how urban schools can deal productively with problems found embedded in their organizational structure. Written for persons interested in organizational change in schools, the book focuses on the theory of how problem solving in schools does work, how it can work, and how it can be facilitated by change agents from inside or outside the school. Following an overview, chapter 2 discusses the definition of a problem and describes how problems are manifested in schools. Chapter 3 outlines a sequence for solving problems, taking into account the human element. Four meta-skills necessary for effective problem-solving are presented and discussed in detail in chapters 4 and 5. The book concludes with a summary of some of the knowledge and skills necessary if schools are to reach a sustained capacity for solving problems: knowledge of the complexities of humans and their school organizations, and skill in communications, in a systematic procedure for solving problems, in diagnosing organization conditions and processes, in getting information from inside or outside the group, in synergistic group action, and in monitoring the effectiveness of other skills. (Author/LD)

ED 168 227 EC 113 601

Schipper, William, Ed. And Others
Guide for Trainers: A Resource for Workshops on Training Impartial Due Process Hearing Officers in Special Education.
National Association of State Directors of Special Education, Washington, D.C.
Pub Date-Nov 78
Note-114p.; Pages 93-95 have very small print and may not reproduce well
Available from-Publications Office, The National Association of State Directors of Special Education, Inc., 1201 16th Street, N.W., Suite 610-E, Washington, D.C. 20036 ($6.00, prepaid)
Pub Type- Guides - Non-Classroom (055)
EDRS Price - MF01/PC05 Plus Postage.
Descriptors-*Due Process, *Evaluation Methods, *Handicapped Children, *Hearings, Resource Room Programs, School Personnel, Student Placement, Student Rights, *Student School Relationship, *Training Techniques

The guide is a resource manual for training hearing officers to conduct impartial due process proceedings. The guide contains two sections - the first explores planning, conducting, and evaluating the workshop. The second contains appendixes with the following titles: Simulation I - Private vs. Public School Placement Issue''; Simulation II - Request for Evaluation''; Simulation III - Full-Time LD Placement vs. Resource Room Placement''; Workshop Supplementary Handouts''; Sample Evaluation Instruments''; and Resources available from National Association of State Directors of Special Education, Inc.''. (PHR)

ED 167 705 CE 018 022

Montana Women on the Move.

Department of Labor and Industry, Helena, Mont. Employment Security Div.; Employment and Training Administration (DOL), Washington, D.C.

Pub Date-Jan 78

Note-87p.; Not available in hard copy due to reproducibility problems

Pub Type- Numerical/Quantitative Data (110) - Reports - Research (143)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-Civil Rights, Comparative Statistics, Discriminatory Legislation, Educational Status Comparison, Employment Level, *Employment Patterns, *Employment Statistics, *Employment Trends, Equal Opportunities (Jobs), Females, Income, Information Centers, Labor Force, Labor Legislation, *Labor Market, Males, Occupations, Sex Discrimination, Unemployment, *Working Women

Identifiers-*Montana

This labor market report contains data on the status of working women in Montana. It has eight sections with numerous graphs and statistical tables, most of which give state and national figures. Section 1 presents female labor force characteristics and compares the status of working women with that of men. Section 2 gives an overview of female employment by industrial and occupational attachment. Section 3, on Montana women and government employment, contains a reprint of the 1977 report of the state Equal Employment Opportunity Bureau and an analysis of the report. Section 4 discusses the earnings gap between men and women. Section 5 provides information on occupational attachment of unemployed females and job service activities involving female applicants. Section 6 discusses trends of female educational attainment. Section 7 gives a brief description of the laws affecting Montana women, guidelines to determine if a discriminatory problem exists, and information on where to go for help. Section 8 discusses the social changes which point to increased participation by women in the labor force and makes recommendations for how women can prepare for their future in the labor market. (LMS)

ED 167 757 CE 019 886

Accreditation in Fire Training and Education: The Final Report of the Advisory Committee on Fire Training and Education of the National Academy for Fire Prevention and Control.

National Fire Prevention and Control Administration (DOC), Washington, D.C.

Spons Agency-Department of Commerce, Washington, D.C.

Pub Date-31 Jan 79

Note-173p.; Appendix H may not reproduce well due to small print

Pub Type- Legal/Legislative/Regulatory Materials (090) - Reports - Descriptive (141)

EDRS Price - MF01/PC07 Plus Postage.

Descriptors-*Accreditation (Institutions), Advisory Committees, *Certification, *Educational Programs, Eligibility, Engineering Technology, *Federal Legislation, Fire Protection, *Fire Science Education, Professional Continuing Education, Program Evaluation

Identifiers-Federal Fire Prevention and Control Act 1974, *National Fire Academy

This report addresses the desirability of and mechanism for establishing accreditation procedures for fire-related training and education programs in the U.S. and the role of the National Fire Academy in such a process. It also considers the appropriateness of accreditation for the Academy itself. First, a list of the members of the Advisory Committee on Fire Training and Education is given. An executive summary follows, explaining the accreditation process, the classifications of fire-related academic programs, a description of the scope of fire service training, and a summary of the efforts of the Academy. Chapter 1, an introduction, analyzes the federal legislation which resulted in the various fire service programs and their accreditation methods. Chapters 2-4 discuss accreditation of fire education, fire service training, and the National Fire Academy. The appendixes include a glossary, an accreditation evaluation review of engineering programs, accreditation questionnaire and results, text of the federal fire prevention legislation, criteria for a continuing education unit, and biographies of the developers of this report. (CT)

ED 167 775 CE 020 147

Profiles of Career Education Projects. Fourth Year's Program, Fiscal Year 1978 Funding.
Thomas Buffington and Associates, Washington, D.C.
Spons Agency-Office of Career Education (DHEW/OE), Washington, D.C.
Pub Date-Feb 79
Contract-300-78-0237
Note-278p.; For related documents see ED 120 411, ED 132 284, ED 138 786, and ED 158 005
Available from-Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (Stock Number 017-080-01987-6)
Pub Type- Reports - Descriptive (141)
EDRS Price - MF01/PC12 Plus Postage.
Descriptors-Adult Education, *Career Education, Communications, Community Colleges, Disadvantaged Youth, Educational Finance, Educational Methods, Elementary Secondary Education, Federal Legislation, Gifted, Handicapped, Higher Education, Minority Groups, Program Evaluation, Program Improvement, *Projects, Publicize, Sex Stereotypes, Staff Improvement, State Federal Aid, *State Programs, Teacher Education
Identifiers-*Education Amendments 1974

This report provides short summaries of career education projects funded under the provisions of Section 406 of Public Law 93-380 during fiscal year 1978. Each project summary follows a similar format, which includes identifying information (title, grantee, project director), major objectives, project activities, evaluation, communications, and demographic information. The eighty-seven projects summarized are grouped into five categories: (1) incremental quality improvements in K-12 career education programs (twelve projects); (2) effective career education methods and techniques in senior high schools, community colleges, adult and community education agencies, and higher education (ten projects); (3) effective career education methods and techniques for special segments of the population (handicapped, gifted and talented, minority, and low income youth) and for the reduction of sex stereotyping in career choices (thirty projects); (4) effective methods and techniques for training and retraining persons conducting career education programs (twenty projects); and (5) communication of career education philosophy, methods, program activities, and evaluation results (fifteen projects). Profiles for fiscal year 1977 are detailed in ED 158 005, and for 1976 in CE 020 140. (CT)

ED 167 811 CE 020 284

Stein, Walter M. And Others
Increasing Guidance Effectiveness through School-Community Cooperation. A Guide to Developing Cooperative Relationships between Schools and Business, Industry and Labor in Rural Communities.
Northern Michigan Univ., Marquette. School of Education.; Ohio State Univ., Columbus. National Center for Research in Vocational Education.
Spons Agency-Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C.
Pub Date-Feb 78
Grant-G007605052; Available from-National Center Publications, The National Center for Research in Vocational Education, The Ohio State University, 1960 Kenny Road, Columbus, Ohio 43210 ($25.50)
Pub Type- Guides - Non-Classroom (055) - Reports - Descriptive (141)
EDRS Price - MF03/PC24 Plus Postage.
Descriptors-Adult Education, *Career Education, Cooperative Planning, *Cooperative Programs, Elementary Secondary Education, Guidance Counseling, *Guidance Programs, Leadership Responsibility, Postsecondary Education, Program Development, Program Effectiveness, Rural Areas, *Rural Schools, *School Community Cooperation, *School Industry Relationship

This book, one of a series designed for rural career guidance programs, provides guidelines for creating cooperative agreements between career guidance personnel and business, industry, labor personnel, and others in the community to benefit students in rural/small school environments. Chapter 1 explains the term cooperative agreements,'' defines other terms used in the guide, presents author assumptions, and defines the nature of the guide. Chapter 2 presents the reader with some background information about rural communities, cooperative relationships, and the research leading to the development of this guide. Chapter 3, leadership and community support, describes the roles of those planning and implementing cooperative agreements and suggests some ways for gaining support for these activities in the school and community. Chapter 4 outlines in detail the steps to be taken in planning and implementing a cooperative agreement. Chapters 5-9 give specific examples of existing cooperative agreements, ranging from plans for grades K-6 through postsecondary, adults, and teachers. Appended materials include a glossary of terms, responsibilities and qualifications of a program coordinator, resource catalog and survey sheets, related legislation, a sample of agencies that can help such programs, a bibliography, and an index of agreement applications. Charts illustrate the material throughout the guide. (CT)

ED 167 895 CG 013 293

Tice, Thomas E.

Can Industrial-Organizational Psychology Survive the Advancement of Professional Psychology? Speciality Standards for Providers of I/O Psychological Services.

Pub Date-29 Aug 78
Note-13p.; Paper presented at the Annual Convention of the American Psychological Association (Toronto, Canada, August, 1978); For related document see CG 013 269
Pub Type- Speeches/Meeting Papers (150) - Opinion Papers (120)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Certification, Higher Education, *Professional Occupations, *Professional Training, *Psychological Services, *Psychologists, *Standards, State Licensing Boards, Supervision
Identifiers-*Industrial Organizational Psychology

The Revised Standards for Providers of Psychological Services, developed by a committee of the American Psychological Association, have an important impact on industrial/organizational psychologists. Currently, four types of controls exist as assurances to the public that appropriate psychological services are being provided. They are: graduate education programs, supervised experiences and practica, certification and credentialing, and peer review by professional association committees and/or licensing boards. Industrial/organizational psychologists must stay on top of the licensing controversies to insure that they will be able to maintain their practices in the future. (Author/HLM)

ED 167 920 CG 013 326

Wirzbicki, Philip J. Smith, Barry D.

Implications of a Need-Press-Competence Model for Institutionalized Elderly.

Spons Agency-Administration on Aging (DHEW), Washington, D.C.
Pub Date-Aug 78
Grant-HEW-90-A-520/01
Note-11p.; Paper presented at the Annual Convention of the American Psychological Association (86th, Toronto, Ontario, Canada, August, 1978)
Pub Type- Speeches/Meeting Papers (150) - Reports - Research (143)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Environmental Influences, *Individual Needs, *Institutionalized Persons, *Interpersonal Competence, Intervention, Nursing Homes, *Older Adults, *Participant Satisfaction

The predictive utility of a proposed need-press competence (NPC) model of satisfaction was compared with that of the traditional need-press fit model. Structured interviews with 30 residents from two nursing homes provided measures of needs, press, competence, and satisfaction. The NPC model was a better predictor of expressed satisfaction than the need-press model, and the potential for need satisfaction was a more important correlate of expressed satisfaction than person-environment fit. Results also indicated that continued efforts to increase the press and competence levels in nursing homes would be helpful, particularly along those dimensions where need press competence analyses suggest that need satisfaction will be most problematic. (Author)

Watson, Cicely
Focus on Dropouts.
Ontario Inst. for Studies in Education, Toronto.
Spons Agency-Ontario Dept. of Education, Toronto.
Pub Date- 76
Note-339p.; Not available in paper copy due to small print of original document
Available from-Ontario Institute for Studies in Education, 252 Bloor Street West, Toronto, Ontario, Canada M5S 1V6 ($5.00; quantity discounts)
Pub Type- Books (010) - Numerical/Quantitative Data (110)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-Data Bases, *Dropout Characteristics, *Dropout Identification, Dropout Rate, *Dropout Research, Educational Research, Foreign Countries, Questionnaires, Secondary Education, Social Science Research, *State Surveys, *Statistical Analysis
Identifiers-*Ontario

The basis for this report is a large research project undertaken by The Ontario Institute for Studies in Education (OISE) for the Ontario Ministry of Education from July 1974 through December 1975. It also uses evidence from two earlier small studies of OISE, from the academic years 1972-73 and 1973-74. The project was designed to be the main research evidence of the Ministry Task Force on Dropouts. The data analyzed in the report are from the sample of 26 school systems drawn from the 9 regions of the province that contain a total of 79 systems. The within year dropout rate for the sample as a whole was 20,027 or 8 percent. Information obtained from the systems about these dropouts included region, age, sex, month of dropout, achievement level, and program. In addition, questionnaires were sent to all the dropouts and returns were received from 8,141 or 41 percent. Finally, telephone interviews were conducted with 423 dropouts in the sample. The task force mandate was to look into the number of dropouts, who they were, where they came from, why they dropped out, what happened to them, and what were their future plans. The aim was to cover all Ontario secondary school students who failed to complete their courses of study as expected. (Author/MLF)

ED 168 185 EA 011 463

Lamborn, Robert L.

The State Board's Role with Private Schools.

Pub Date-14 Oct 78

Note-10p.; Paper presented at the Annual Meeting of the National Association of State Boards of Education (16th, Hershey, Pennsylvania, October 1978)

Pub Type- Opinion Papers (120) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Accreditation (Institutions), *Board of Education Role, Cooperative Planning, Elementary Secondary Education, Government School Relationship, *Private Schools, Public Schools, *State Boards of Education, State Standards

A state board of education has several major responsibilities regarding private schools. It should have an understanding of the legal constraints regarding its relationship with private schools. It should have information about the character of private schools nationwide and in their state. Research is needed regarding how private schools affect the educational performance of all children, the performance of public schools, community satisfaction with schooling, and community stability. State boards should use this information to strive for well-integrated and well-articulated private school policies. The National Association of State Boards of Education and individual state boards must create a climate to encourage the collaborative use of public and private resources. Toward this end, private school people should be routinely invited to participate in the consideration of education issues, policies, and practices. State boards should coordinate such efforts and encourage private school participation. Regarding control of private schools, the state education agency has the responsibility to protect the public's health, safety, and morals. Accreditation requirements concerning other factors should be unrestrictive and offer wide choices. Technical support services should be offered for upgrading private schools, but the best test of worth of a private school must be its ability to attract and retain a clientele. (Author/JM)

ED 167 740 CE 019 306

Davis, B. Steven Feifs, Helmuts A.

Incremental Improvement of a Division Wide Career Education Program. Final Evaluation Report.

IBEX, Inc., Durham, N.C.

Spons Agency-Bedford County Public Schools, Va.; Office of Career Education (DHEW/OE), Washington, D.C.

Pub Date-Jun 76

Grant-300-76-0336

Note-53p.; For related documents see CE 019 301, CE 019 316-319, ED 132 284, and ED 138 786

Pub Type- Reports - Evaluative (142)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors-*Career Awareness, *Career Education, Elementary Secondary Education, *Evaluation Methods, *Inservice Teacher Education, Program Effectiveness, Program Evaluation, *Program Improvement, *Self Concept, *Teacher Attitudes

Identifiers-Education Amendments 1974

An evaluation was conducted of the Bedford County (Virginia) career education project, K-12, for the 1975-76 school year. The results of the evaluation were organized around three major information domains: (1) student self-concept; (2) student awareness of the world of work; and (3) teacher in-service activities and use of career education resources and related practices. The Self Observation Scales (SOS) were administered to over 300 students to measure self concepts. Differences between the pretest scores and posttest scores showed a positive increase in pupils' scores at the primary and intermediate levels. The Career Maturity Inventory (CMI) was used to assess students' perceptions of the world of work and their relations with it. The results showed a marked gain from pre- to post-testing. There were six major in-service activities and numerous faculty meetings held over the course of the year. Teachers were requested to fill out the Teacher's Practices Survey (TPS) and the Bedford Career Education Survey. The TPS was designed to obtain feedback directly from teachers regarding their use of 15 specific techniques and activities related to career education. The Bedford Career Education Survey was administered on a pre/post test design for teachers and staff who participated in in-service activities. The results showed a positive increase in teacher attitudes on all three scales (acceptance, changes orientation, and commitment). Overall evaluation results indicated a successful implementation of the goals and objectives of the program. (Author/BM)

CG

ED 167 847 CG 013 108

Juvenile Status Offender. Hearing Before the Subcommittee to Investigate Juvenile Delinquency of the Committee on the Judiciary, United States Senate, Ninety-Fifth Congress, First Session, June 19, 1978.
Congress of the U.S., Washington, D.C. Senate Committee on the Judiciary.
Pub Date-25 Jun 77
Note-92p.; Not available in hard copy due to marginal legibility of original document
Available from-Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402
Pub Type- Legal/Legislative/Regulatory Materials (090)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-*Anti Social Behavior, Community Services, *Correctional Rehabilitation, *Delinquency Prevention, *Delinquent Rehabilitation, *Juvenile Courts, Social Problems, *Youth Problems

This record of the testimony presented to the Subcommittee to Investigate Juvenile Delinquency of the Committee on the Judiciary concerns the problem of the juvenile status offender in Iowa. Running away, truancy, defiance of and refusal to submit to parental authority and promiscuity are defined and treated as status offenses. This problem is viewed from the different perspectives of (1) the Civil Liberties Union, (2) a U.S. senator, (3) a judge, (4) a law professor, (5) a probation officer, (6) family services, (7) the crime commission, and (8) program specialists. (BN)

ED 167 871 CG 013 267

Ganley, Anne L. Harris, Lance
Domestic Violence: Issues in Designing and Implementing Programs for Male Batterers.
Pub Date-29 Aug 78
Note-17p.; Paper presented at the Annual Convention of the American Psychological Association (Toronto, Ontario, Canada, August, 1978)
Pub Type- Speeches/Meeting Papers (150) - Reports - General (140)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Family Problems, Interpersonal Relationship, *Males, Marriage, *Program Design, *Psychological Patterns, *Therapy
Identifiers-*Battered Women, *Domestic Violence

Research directed toward combatting the problem of domestic violence involves consideration of certain variables related to implementing treatment regimens for battering males. The various characteristics of this population are discernable; the relationship of these factors has important implications for therapeutic intervention. The design and implementation of treatment programs for male batterers can be enhanced by recognizing and dealing appropriately with the psychological patterns of these men. Legal, agency, and staff resources can be educated to effective methods of treating male batterers. A program outline for therapy is provided, as well as contact information for those interested in the field. (PK)

ED 167 966 CS 004 689

Eaton, JoAnne

Helpbook: Helping Energetic Learning Parents in Intermediate Grades.

Franklin Area School District, Pa.

Pub Date- 78

Note-43p.; For related documents, see CS 004 687-690

Pub Type- Guides - General (050)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-Childrens Books, Economically Disadvantaged, Intermediate Grades, *Learning Activities, Library Skills, Listening Skills, *Parent Child Relationship, *Parent Participation, Reading Comprehension, Reading Games, *Reading Improvement, *Reading Skills, Self Concept, Vocabulary Development, Word Lists

One of a series of four guides developed for use by parents of children enrolled in a Title I reading improvement program, this booklet provides learning activities and suggestions for improving the reading abilities and skills of children in the intermediate grades. The areas covered include helping the child build self-confidence, the library, children's books, survival vocabulary, listening activities, the importance of reading, word lists, comprehension activities, health and reading, travel games, and suggested gifts for children. (FL)

ED 168 035 CS 204 739

Robinson, John P.

Daily News Habits of the American Public. ANPA News Research Report No. 15.

American Newspaper Publishers Association, Washington, D.C.

Pub Date-22 Sep 78

Note-8p.

Pub Type- Numerical/Quantitative Data (110) - Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Adults, Age Groups, *Media Research, *News Media, *Newspapers, *Reading Habits, *Television Viewing

In a series of national polls conducted in 1975-1976 that had people record their activities over a 24-hour time period, researchers found that on a typical day more people read a newspaper than watched television news programs. Older adults were more likely to use both news media, while young adults were more likely to use no news medium. Over the last ten years, there has been no decline in newspaper use among persons aged 18 to 24, but there has been a decline, ranging from 2% to 13%, among older age groups. These results suggest that newspapers' current strategy of catering more to their youngest readers fails to address the greatest source of attrition the older reader. (Author/RL)

ED 168 057 CS 204 775

Saint Joseph Public Schools, Mich.
Pub Date- 78
Note-28p.
Pub Type- Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Course Objectives, Elementary Secondary Education, *Language Arts, Listening Skills, Reading Skills, *Skill Development, Speech Skills, Writing Skills

A language arts course of study that outlines basic goals for each grade level from kindergarten through grade twelve is presented in this paper. Goals and skills to be developed are listed for the areas of listening, speaking, reading, and writing. A flow chart intended as a work sheet companion to the course of study is also included. (FL)

ED 168 165 EA 011 443

Eastmond, Jefferson N.

A Gross Product of Education as a Practical Tool in Country and Community Development.

Ministry of Education, Islamabad (Pakistan).

Spons Agency-Agency for International Development (Dept. of State), Washington, D.C.

Pub Date-Apr 77

Note-58p.; Not available in paper copy due to marginal legibility of original document

Pub Type- Opinion Papers (120) - Reports - Descriptive (141) - Tests/Questionnaires 160)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-Achievement, Charts, *Developing Nations, *Educational Accountability, Elementary Secondary Education, Foreign Countries, *Human Capital, *Human Resources, Measurement Instruments, *Models, *Productivity, Tables (Data)

Identifiers-*Pakistan

This model is an attempt to create a measure of resources to reflect the value of persons, groups, villages, provinces, or nations in terms of education. It attempts to measure human assets and nonhuman material elements. To measure gross cumulative factors, this measure of wealth considers population, environmental learning, and formal learning. To measure attenuating factors, the model considers personal dynamics, nonhuman resources, community development, nonformal and informal educational offerings, village management, school learning environment, school personnel and administration, and school facilities. This model of the gross product of education was applied to villages and provinces in Pakistan as well as to the whole country. The model is intended to provide a tool for use in community and village development and long-range planning. It is also meant to be used in pinpointing deficiencies in the development of a village; in comparing villages, provinces, or nations; or in assessing progress in human resource development. (Author/JM)

ED 168 250 EC 113 925

Public Law 95-561: An Act to Extend and Amend Expiring Elementary and Secondary Education Programs, and for Other Purposes. 95th Congress.
Congress of the U.S., Washington, D.C.
Pub Date-1 Nov 78
Note-239p.; Best copy available
Available from-Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402
Pub Type- Legal/Legislative/Regulatory Materials (090)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-American Indians, Bilingual Education, *Federal Legislation, *Gifted, *Minority Groups, *Talented Students
Identifiers-*Education Amendments of 1978

The text of Public Law 95-561, the Education Amendments of 1978 is presented. Contents focus on such topics as basic skills improvement, special projects (including metric education, arts in education, and correction education), state leadership, emergency school aid, bilingual education, community education, education for gifted and talented students and Indian education. (CL)

ED 167 793 CE 020 249

A Design to Implement the Statewide Business Education Review Committee Report.

New York State Education Dept., Albany. Bureau of Business Education.
Pub Date-79
Note-20p.; Some pages may not reproduce well due to light print
Pub Type- Reports - Descriptive (141)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Accounting, *Bookkeeping, Change Strategies, *Clerical Workers, Curriculum Development, Educational Objectives, Learning Modules, *Office Occupations Education, *Performance Based Education, *Program Development, Secondary Education, Statewide Planning, Vocational Education
Identifiers-New York

This report is designed to acquaint secondary school teachers and other interested individuals with a redesigned business education program for New York state. The program, reviewed in ten sections, focuses on competency identification, new modules, curriculum patterns, regent's examination modifications, etc. Initially, challenges facing business education, such as enrollment and employment trends, skills needed for entry level employment, and financial restraints are discussed. In sections 2 and 3 priorities of the business education curriculum and program are briefly outlined. Entry level competencies in bookkeeping, accounting, and office assistant positions are cited as program priorities. Section 4 reviews essential competencies in basic understandings, attitudes, and skills. The fifth section identifies ten core competencies, ten specialized office assistant modules, eleven specialized bookkeeping/accounting modules, and eight specialized personal business management modules. The following section depicts the role of an instructional support system for occupational education in the curriculum development process. Section 7 briefly previews a future guide for utilizing instructional strategies. State testing program modifications are described in section 8. A time line, from May 1977 to June 1985, for meetings, workshops, and reports, is scheduled in the tenth section. The final section categorizes core and specialized module examples for funding considerations. (CSS)

ED 167 829 CE 020 369

Seguin, Barbara Rehmann

Piagetian Cognitive Levels of Adult Basic Education Students Related to Teaching Methods and Materials.

Note-23p.; Not available in hard copy due to reproducibility problems; For a related document see ED 138 797; Paper presented at the Adult Education Research Conference (Ann Arbor, Michigan, April 4-6, 1979)
Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-*Academic Achievement, *Adult Basic Education, *Adult Development, *Adult Learning, Adult Students, *Cognitive Development, *Comprehension, Disadvantaged Groups, Educationally Disadvantaged, Educational Research, Handicapped Students, Instructional Materials, Logic, Mathematics Instruction, Methods Research, Problem Solving, Program Improvement, Reading Skills, Student Testing, Teaching Methods
Identifiers-Piaget (Jean)

Because adult basic education (ABE) students often have difficulty with problem solving and comprehension, a study was initiated to determine (1) at what levels of cognitive development ABE students are operating and (2) how teaching materials and methods relate to these cognitive levels. Thirty-two ABE students were given a written test of cognitive development (How's Your Logic?''), based on Piagetian tasks. Scores were compared with students' scores on the California Test of Adult Basic Education. Materials and methods in use in ABE classes were reviewed with respect to their suitability to the cognitive levels of students. Results indicated a wide range of cognitive developmental levels among the ABE students studied; a disparity between standardized achievement test scores and cognitive levels; and lack of suitability of most materials for students operating at lower levels of cognitive development. Implications are that more research is needed on adult cognitive levels and on whether cognitive development continues into adulthood. More concrete teaching materials and methods are needed for adults at lower levels of development. (Author/CSS)

ED 167 944 CS 004 524

West, Richard F.

Cognitive Development and Reading Processes. Developmental Program Report Number 76.

Michigan Univ., Ann Arbor. Dept. of Psychology.

Pub Date- 75

Note-95p.

Pub Type- Opinion Papers (120) - Information Analysis (070)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors-*Cognitive Development, *Cognitive Processes, *Memory, *Pattern Recognition, *Reading Processes, *Word Recognition

In discussing the relationship between cognitive development (perception, pattern recognition, and memory) and reading processes, this paper especially emphasizes developmental factors. After an overview of some issues that bear on how written language is processed, the paper presents a discussion of pattern recognition, including general pattern recognition models, perception of letter strings, and word recognition. This is followed by a discussion of memory, including functions of information storage, a rationale for discreteness of storage mechanisms, and levels of information storage. A section on sensory information storage discusses iconic memory, development and iconic memory, information scanning in iconic memory, and data- and resource-limited processing. A section on precategorical storage includes methodological problems; echoic memory; precategorical acoustic storage; and development, precategorical storage, and reading. The section on short-term memory discusses the general nature of short-term memory, language processing, and development and short-term memory. (TJ)

ED 167 991 CS 204 461

Pickerell, Albert G.

Protective/Restrictive Orders and Judicial Review.

Pub Date-Aug 78
Note-31p.; Paper presented at the Annual Meeting of the Association for Education in Journalism (61st, Seattle, Washington, August 13-16, 1978) ; Best copy available
Pub Type- Speeches/Meeting Papers (150) - Information Analysis (070)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Civil Liberties, *Court Doctrine, Court Litigation, Due Process, *Freedom of Speech, *Journalism, Media Research, *News Media
Identifiers-*Judicial Review

The issue of whether judicial orders restricting access to court proceedings should be subject to a procedural hearing, the standing of the media in such hearings, and the role of the media in the entire process are analyzed in this paper. The various sections of the paper deal with the following topics: the procedural plan, proposed to the American Bar Association (ABA) by the Reporters Committee for Freedom of the Press, that would provide the media with the opportunity to be heard prior to the issuance of a restrictive order; the guidelines under consideration by the United States Senate that would limit the issuance of restrictive orders by federal courts; a procedural plan approved by the ABA that would provide due process before standing guidelines or special orders were issued by a court; the media response to the ABA recommendations; the trial judge's perspective on the issue; judicial interpretations of prior restraint orders; proposed changes to the 1968 ABA Standards; the possible decline in the issuance of restrictive orders; and the implications of the Sheppard v. Maxwell'' ruling dealing with pretrial publicity and trial fairness. (FL)

ED 168 012 CS 204 689

Stanley, Julia Penelope

Teaching Lesbian Novels: From Proposal to Reality.

Pub Date-Nov 78
Note-33p.; Paper presented at the Annual Meeting of the National Council of Teachers of English (68th, Kansas City, Missouri, November 23-25, 1978)
Pub Type- Speeches/Meeting Papers (150) - Reports - Descriptive (141)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*Course Content, *Cultural Context, Cultural Images, *Curriculum Development, Higher Education, *Homosexuality, Minority Groups, *Novels, *Twentieth Century Literature, Womens Studies
Identifiers-*Lesbian Literature

This paper describes an elective course in twentieth century lesbian novels, designed for women, that explored the cultural dimensions of lesbianism. It traces the development of the course from the time of its proposal to the departmental curriculum committee to its conclusion at the end of the spring sememster, discusses the publicity and controversy connected with the course, and evaluates its shortcomings and success. The paper also includes copies of the original course proposal, the reading list for the course, a six-page bibliography of lesbian literature and books on related issues, and the evaluation of the course that was submitted to the departmental curriculum committee. (MAI)

ED 168 080 CS 502 423

Firestone, Charles M.

Local Media Concentration: Ad Hoc Challenges to Media Cross-Owners After FCC v. NCCB.''

Pub Date-Dec 78

Note-45p.; Paper presented at The Federal Trade Commission Media Symposium (Washington, D.C., December 14-15, 1978)

Pub Type- Speeches/Meeting Papers (150) - Opinion Papers (120)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-*Broadcast Industry, Certification, Federal Government, *Federal Regulation, Legal Problems, *Mass Media, Newspapers, *Policy Formation

Identifiers-Department of Justice, Federal Communications Commission, Federal Trade Commission, *Ownership

This paper explores some of the implications of cross-ownership of newspapers and other media in a single market and the role of the Federal Communications Commission (FCC), the Department of Justice, and the Federal Trade Commission (FTC) in enforcing national policy favoring a deconcentration of local mass media. It describes the history of FCC regulation of local media concentrations, looks at the potential harms and benefits of newspaper-broadcast media cross-ownerships, and proposes that the FCC distinguish between behavioral problems and structural problems. It further suggests that the Department of Justice should bring antitrust action for behavioral monopolistic activities of concentrated owners and that the FTC should look at local media concentrations under Section Five of the Federal Trade Commission Act. (TJ)

ED 168 144 EA 011 418

Thomas, Patti J.

Rhetorical Strategies as a Variable of Attaining Compliance in an Organization which Lacks Formal Authority: A Case Study.

Pub Date-Mar 77

Note-88p.; Master's Thesis in Speech Communication, Pennsylvania State University; Not available in paper copy due to marginal legibility of original document

Pub Type- Dissertations/Thesis (040) - Reports - Research (143)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-*Administrative Personnel, Case Studies, *Communication (Thought Transfer), Communication Skills, Intermediate Administrative Units, Organizations (Groups), *Persuasive Discourse

Identifiers-*Northwest Tri County Intermediate Unit PA

This study examines the following question: Under what circumstances, for what purposes, and in what forms does the head of the state and federal liaison services of the intermediate administrative unit studied employ rhetorical strategies to gain compliance from his associates? This document presents information on the justification for the study, the intermediate unit studied, the author's internship with the unit, and the author's methodology before presenting seven case observations. In the case observations, the author examines the goals of the speaker in the given case and how these goals concord with organizational goals; the nature of the target audiences; the speaker's oral behavior, showing particularly how he altered such things as his style, content, and delivery to meet situational needs; and the author's assessment of whether the speaker adapted consciously or unconsciously to the audience and situation. This document should be regarded as an exploratory study seeking to describe and understand persuasive talk used in a set of conditions peculiar to the type of voluntary organization the intermediate unit typifies. (Author/IRT)

ED 168 207 EA 011 497

Vater, James J. Riddle, Richard A.
Analysis of Professional Salaries and Staff Ratios, 1978-79. OMNI Report.
Pennsylvania School Study Council, University Park.
Pub Date-78
Note-78p.; For related documents, see EA 011 498-499 and ED 154 473-475; Cover may be illegible due to blue paper
Available from-Pennsylvania School Study Council, Inc., 327 Cedar Building, University Park, Pennsylvania 16802 ($10.00)
Pub Type- Numerical/Quantitative Data (110) ()
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-*Administrative Personnel, Assistant Principals, Athletic Coaches, Elementary Secondary Education, *Principals, *Salaries, School Districts, School Superintendents, School Systems, State Surveys, Student Teacher Ratio, Teacher Salaries
Identifiers-*Pennsylvania

This report contains data collected from 275 school districts in Pennsylvania for the 1978-79 school year. The data reflect policies and practices affecting salaries and staff utilization for professional employees. The report is divided into three major sections. The first presents comparative data for each of 41 variables on a statewide, size, and wealth basis. The second section examines each variable on a regional basis. The third section deals with the interaction of the control variables, district size and wealth, with the dependent variables of staff and salary. Data tend to support the hypothesis that principals serving on less than 12-month contracts earn more salary per month than their year-round colleagues. Teacher salaries appear to be quite comparable to principals' and, in fact, are slightly higher than those of certain elementary principals. Ratios for professional employees and pupils were calculated from data based on weighted average daily membership, not enrollment. (Author/LD)

ED 168 228 EC 113 709

Rainbow's End, An Educational Television Series for Deaf Children and Their Families. Final Report. October 1, 1977 through September 30, 1978.

D.E.A.F. Media, Inc., Oakland, Calif.; San Mateo Community Coll. District, Calif.

Spons Agency-Office of Education (DHEW), Washington, D.C.

Report No.-446AH80349

Pub Date-15 Oct 78

Grant-G007703096

Note-133p.; Not available in hard copy due to marginal legibility of original document

Pub Type- Reports - Descriptive (141)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-Aurally Handicapped, *Deaf, *Educational Television, *Programing (Broadcast)

Identifiers-*Rainbows End

The document presents the final report of an educational television series for deaf children and their families designed to: show on TV persons and situations which would enhance the self-image of deaf children, encourage activities which lead to the acquisition of language and reading skills, stimulate family interaction and interaction within the classroom, and present to hearing persons an awareness of the communication process and culture of deaf persons. Initial sections cover the background of the program, production considerations, and primary program segments. Reported among results from a program evaluation involving 67 hearing impaired children (5-14 years old) is that of the students who viewed the program all but four paid attention 100% of the time. Also presented are evaluation statistics, observations of students, evaluations by professionals and parents, and sample comments from evaluators. A major portion of the document is made up of segments from the original project application and a resource guide for the television series. (SBH)

ED 168 275 EC 114 148

Ewoldt, Carolyn

Mainstreaming the Hearing-Impaired Child: Process Not Goal.

Pub Date- 79
Note-14p.
Pub Type- Opinion Papers (120)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Aurally Handicapped, Deaf, Educational Methods, Hard of Hearing, Learning Characteristics, *Mainstreaming, *Peer Acceptance, Social Development, *Student Placement

Issues involved in mainstreaming deaf and hearing impaired students are examined. The child's acceptance by hearing peers, possible psychological immaturity, controversies over manual communication and oral language, and factors affecting student placement are among the issues explored. Suggestions are given for classroom teachers working with mainstreamed hearing impaired students. (CL)

ED 167 706 CE 018 030

University Based Career Education. Staff Development Materials.
Maine Univ., Orono. Coll. of Education.
Spons Agency-Office of Education (DHEW), Washington, D.C.
Pub Date-78
Grant-G007700090
Note-66p.; Not available in hard copy due to broken type in the original document; For related documents, see ED 143 814 and ED 166 365-366
Pub Type- Reports - Descriptive (141)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-Advisory Committees, *Career Education, *College Teachers, *Curriculum Development, Fused Curriculum, Guidelines, *Inservice Teacher Education, Instructional Design, Orientation Materials, Postsecondary Education, Program Content, *Program Development, Program Improvement, Recruitment, *Teacher Developed Materials, Teacher Seminars
Identifiers-Maine

The Comprehensive Career Education Project was conducted to develop a comprehensive career education model for northern Maine. The objectives focused on infusion in grades K-12 of the Bangor Public School System and continued training of postsecondary instructional staff at the University of Maine at Orono and Husson College. This document reports the university-level activities. An eight-session seminar series for twenty university faculty was planned and conducted. Eight faculty members were selected to write twenty-six career education instructional units that could be utilized in a variety of college-level courses. (These units are included in the ERIC system as ED 143 814 and ED 166 365-366.) The project staff prepared a set of inservice training materials for use in postsecondary institutions. Finally, a business and industry advisory group was selected to participate as a panel in the seminar series and to assist the writing team. Plans were made to evaluate the seminar series, career education instructional units, and the training materials. (The majority of this document contains 1 selection and orientation materials; 2 a description of the seminar series, including topics, procedures, and incremental improvements; and 3 sample guidelines, format, contract, and review procedures used in writing the career education instructional units.) (BM)

ED 167 896 CG 013 297

Woods, Doris
Arizona: In Search of the Displaced Homemaker.
Arizona Univ., Tucson.
Spons Agency-Arizona State Dept. of Education, Phoenix. Div. of Career and Vocational Education.
Pub Date-78
Grant-78-913-03-01
Note-111p.
Pub Type- Reports - Research (143)
EDRS Price - MF01/PC05 Plus Postage.
Descriptors-*Career Development, Divorce, Family Management, *Females, Heads of Households, *Human Services, Marital Instability, *One Parent Family, *Social Problems, *Working Women
Identifiers-*Displaced Homemakers

The model described offers information about displaced homemakers that, while specific to Arizona, can provide a guide to persons in any state responsible for program planning. The report presents results of an Arizona Department of Education study which was conducted to: (1) identify the displaced homemaker;'' (2) define the need for services; (3) examine the divorce rate in the state and its impact on families; and (4) make recommendations for program planning. These recommendations are addressed to specific areas of need such as direct services to the displaced homemaker, statewide training of human services personnel, different approaches to meet the needs of different populations, and public and professional information. Also included is a reprint of the amendment to the Comprehensive Employment and Training Act which specifically deals with displaced homemakers. (BN)

Snavely, William B.

A Contextual Theory of Social Style in Primary Relationships: Exploratory Research.

Pub Date-Apr 78
Note-30p.; Paper presented at the Annual Meeting of the International Communication Association (Chicago, Illinois, April 25-29, 1978)
Pub Type- Speeches/Meeting Papers (150) - Reports - Research (143)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*Behavior Patterns, *Communication (Thought Transfer), *Individual Characteristics, Interaction, *Interpersonal Relationship, *Personality Assessment, Research, *Social Relations
Identifiers-*Communication Research

A theory proposed in explanation and prediction of a concept of social style an individual's distinctive pattern of communication behavior as perceived by others was tested in an exploratory study. The two dimensions of social style (assertiveness and responsiveness) served as criterion variables for the study. The major goal of the research was to determine the theoretical impact of the context of a relationship upon the perception of social style. Thirteen dimensions of person perception were hypothesized to be predictive of social style in such a manner that the predictive models would be unique for each of three contexts of primary relationships: acquaintances, friends, and coworkers. These variables, along with the criterion variables of assertiveness and responsiveness, were operationalized and included in a questionnaire packet which 164 target'' individuals were asked to distribute to three others: an acquaintance, a friend, and a coworker. A total of 109 acquaintances, 105 friends, and 106 coworkers comprised the usable subject population. Data collected from these subjects were supportive of a contextual view of social style in primary relationships. Four laws of interaction and 21 propositions (which are presented in the paper) were developed in support of the theory. (Author/GT)

ED 168 103 CS 502 460

Hensley, Wayne E.

Say Buddy, Can You Spare a Dime?: An Examination of the Effects of Attire, Location and Sex on Aiding Behavior.

Pub Date-Apr 79

Note-25p.; Paper presented at the Annual Meeting of the Central States Speech Association (St. Louis, Missouri, April 5-7, 1979)

Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Behavioral Science Research, *Clothing, *Communication (Thought Transfer), Interaction, *Interpersonal Attraction, *Perception, Reinforcement, Sex Differences

Identifiers-*Communication Research

Three distinct theoretical explanations for the effect of attire on aiding behavior were examined in a study. The reinforcing value of attire itself predicted that well-dressed persons would always receive more assistance than poorly dressed persons. The reinforcing value of perceived similarity predicted that similar persons would receive more assistance than dissimilar persons. Balance theory predicted that dissimilar persons would receive more assistance than similar persons. Seventeen female college students who were well-dressed or poorly dressed approached both males and females in an airport or bus station asking for a dime to complete a telephone call. Well-dressed students received more money at the airport; poorly dressed students received more money at the bus station. The results were interpreted as support for the similarity hypothesis. (Author)

ED 168 251 EC 113 926

Learner, Susan

P.L. 94-142: Related Federal Legislation for Handicapped Children and Implications for Coordination.

National Education Association, Washington, D.C.

Pub Date-78

Note-27p.

Available from-National Education Association, 1201 Sixteenth Street, N.W., Washington, D.C. 20036 ($3.50 nonmembers, $2.00 members)

Pub Type- Information Analysis (070) - Legal/Legislative/Regulatory Materials (090)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-Education, Federal Legislation, *Federal Programs, *Handicapped Children, Health, *Program Coordination, Social Services, Vocational Education, Vocational Rehabilitation

Identifiers-*Education for All Handicapped Children Act

The report examines the major components of 10 federal programs dealing with handicapped persons and describes points of cooperation. Information on governmental role, function, expectations, funding and service flows, and accountability is summarized for programs in three categories: child development/social services (Title XX, Social Services, Head Start, Supplemental Security Income); health (Early and Periodic Screencing, Diagnosis, and Treatment; Maternal and Child Health; Developmentally Disabled Assistance and Bill of Rights Act; and Vocational Rehabilitation); and education (handicapped preschool and school programs and vocational education). (CL)

ED 167 776 CE 020 149

Career Education in a Large Urban Setting, 1976-1978. Final Project Report.

Detroit Public Schools, Mich.
Spons Agency-Office of Career Education (DHEW/OE), Washington, D.C.
Pub Date-78
Contract-300-76-0411
Note-885p.; Not available in hard copy due to reproducibility problems; For related documents see CE 020 151, ED 132 284, and ED 138 786
Pub Type- Reports - Descriptive (141)
EDRS Price - MF06 Plus Postage. PC Not Available from EDRS.
Descriptors-*Career Education, Community Involvement, *Demonstration Projects, Educational Programs, Needs Assessment, Program Development, Secondary Education, Urban Areas, *Urban Schools
Identifiers-Detroit Public Schools MI, Education Amendments 1974

A two-year project was conducted to develop, implement, and evaluate a model demonstration career education program in a large urban setting (Detroit Public Schools). Major activities involved in the first year (phase I) included the following: (1) selecting fourteen target schools to be served; (2) determining the needs and specific career education training requirements for all students, teachers, administrators, counselors, and community members who would be involved in the infusion of career education in the schools; (3) developing a training program for those participants who must implement the school program in the second project year (phase II) (activities included workshops for teachers, administrators, counselors, and community members; a series of community/business training sessions; and a series of sessions for parents and students to be served in the target schools); (4) creating and selecting materials for immediate implementation in the schools during phase II; (5) creating active support on the part of the community, business, industry, labor, and other agencies; and (6) establishing a school-wide information system. The thrust of the second project year (phase II) was to implement all aspects of the program developed in phase I. (This final report is divided into two sections. Section I provides an overview and summary of the entire project, and section II contains eleven subsections, each detailing a project task outlined in section I.) (JH)

ED 167 872 CG 013 268

Rush, A. John Watkins, John T.

Group Versus Individual Cognitive Therapy: A Pilot Study.

Pub Date- 78
Note-26p.
Pub Type- Reports - Research (143)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*Cognitive Processes, Comparative Analysis, *Counseling Effectiveness, *Depression (Psychology), *Drug Therapy, *Group Therapy, Helping Relationship, *Individual Counseling, Medical Treatment, Patients (Persons), Pilot Projects

Group therapy and individual cognitive therapy were investigated with non-bipolar moderate-to-severely-depressed outpatients (N 44) assigned to group cognitive therapy, individual cognitive therapy only, or to individual cognitive therapy in combination with anti-depressant medication. Treatment efficacy was measured by self-report and a clinical rating scale. Each of the three treatments was associated with a statistically significant improvement compared to pretreatment symptom levels. However, group therapy resulted in a less complete symptomatic remission than did individual therapy, with or without the addition of anti-depressant medication. Almost half of those who completed group treatment did not obtain a symptomatic remission. Results also indicated that anti-depressant medication did not add to either the rapidity or the overall degree of symptom reduction obtained with cognitive therapy alone conducted in an individual format. (Author)

ED 167 921 CG 013 327

Hillman, Stephen B. Elliot, Brownlee
Verbal Behavior Patterns of Teachers in Integrated Classrooms.
Pub Date-Aug 78
Note-28p.; Paper presented at the Annual Convention of the American Psychological Association (86th, Toronto, Ontario, Canada, August, 1978)
Pub Type- Speeches/Meeting Papers (150) - Reports - Research (143)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*Behavior Patterns, Classroom Research, Elementary Secondary Education, Inservice Education, Interaction Process Analysis, *Racial Differences, School Integration, Sex Differences, *Student Teacher Relationship, Systems Approach, *Teacher Behavior, Teachers, *Verbal Communication
Identifiers-*Brophy Good Dyadic Interaction System

As part of the desegregation plan in the City of Detroit, teachers in recently desegregated schools participated in an inservice program to provide for equal instructional opportunity in the involved classrooms. Teacher-student interaction data were collected in each teacher's classroom using the Brophy-Good System. These data were transformed to produce a rate of interaction per 10 minutes per 25 students. The results of this study indicated that: (1) Black students and males received a greater rate of the classroom interactions than did white students or females; (2) white teachers had a higher rate of interaction than Black teachers; (3) female teachers had a higher rate of instructional activity than male teachers; (4) both male and female teachers acted in very similar ways with male and female students; and (5) there exists the possibility of a ``cross race'' effect such that Black students of white teachers and white students of Black teachers receive more of the classroom interactions. (Author)

ED 167 967 CS 004 690

Homer, Sandra
Helpbook: Helping Energetic Learning Parents in Middle School/Jr. High.
Franklin Area School District, Pa.
Pub Date- 78
Note-20p.; For related documents, see CS 004 687-690
Pub Type- Guides - General (050)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Economically Disadvantaged, Educational Games, Homework, *Learning Activities, Middle Schools, *Parent Child Relationship, *Parent Participation, Reading Comprehension, *Reading Improvement, *Reading Skills, Word Lists, Word Study Skills

One in a series of four guides developed for use by parents of children enrolled in a Title I reading improvement program, this booklet provides learning activities and suggestions for improving the reading abilities and skills of junior high/middle school children. The areas covered are homework, reading comprehension, word study skills, word games, word lists, and travel games. (FL)

ED 168 036 CS 204 740

Shaw, Eugene F.

Newspaper Reading in Small Towns. ANPA News Research Report No. 12.

American Newspaper Publishers Association, Washington, D.C.

Pub Date-9 Jun 78

Note-9p.

Pub Type- Reports - Research (143) - Numerical/Quantitative Data (110) ()

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Broadcast Industry, Communication (Thought Transfer), Information Dissemination, Journalism, *Media Research, Need Gratification, *News Media, *Newspapers, *Reading Habits, *Television Viewing

Identifiers-*Audience Response, Small Towns

To identify some of the factors underlying varying readership patterns among small town residents, 706 residents from four small towns were interviewed regarding their media preferences. Participants were questioned about their preferences for and access to newspapers, magazines, radio, and television. Additional questions focused on the importance of newspaper content providing information about different types of local news events. The study revealed the following: small town residents rely on the local newspaper for both local and nonlocal news; the local newspaper is not in direct competition with any other news media as a source of public information; the newspaper is rated as superior to television in thoroughness, usefulness, and importance of content, but television is preferred for enjoyment; newspaper readership is strongly related to both locally oriented and politically oriented news; while education and income influence readership, these factors are less significant than the residents' orientation to the media; and the perceived enjoyment and utility of a newspaper are critical factors in determining regular readership and in increasing newspaper circulation. (MAI)

ED 168 276 EC 114 149

Rittenhouse, Robert K.
Motor Development in Deaf and Normal-Hearing Children: A Review of the Literature.
Pub Date-Jan 79
Note-46p.
Pub Type- Information Analysis (070)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Aurally Handicapped, *Cognitive Development, *Deaf, Early Childhood, *Environmental Influences, Infancy, *Motor Development, Research Reviews (Publications), *Socioeconomic Influences

The paper reviews neuro-motor development in young children and analyzes the effect of deafness on motor performance. A theoretical overview considers responses of the newborn infant and discusses findings from studies on motor development in early childhood. Such environmental influences as interpersonal family relationships, socioeconomics, and parent attitudes toward the child's development are analyzed, as are motor-cognitive relationships with young normal and deaf children. (CL)

ED 167 724 CE 018 884

Bingham, Grace And Others

Educational Assessment and Instructional Strategies for Adult Exceptional Learners. Final Report.

Rutgers, The State Univ., New Brunswick, N.J. Center for Adult Development.

Spons Agency-New Jersey State Dept. of Education Trenton. Bureau of Adult, Continuing, Community Education.

Pub Date-Jul 78

Note-120p.; For a related document see CE 018 885 ; Report prepared on the Special Ecucation Curriculum

Pub Type- Reports - Descriptive (141)

EDRS Price - MF01/PC05 Plus Postage.

Descriptors-*Adult Basic Education, Educational Diagnosis, Educational Innovation, Educational Needs, *Evaluation Methods, *Exceptional Persons, Functional Illiteracy, Inservice Teacher Education, *Learning Disabilities, Master Plans, Models, Needs Assessment, Program Development, Program Evaluation, Research Needs, *Special Education, Statewide Planning, Student Evaluation, *Teaching Methods

Identifiers-New Jersey

A project was conducted to design and implement an educational delivery system that incorporated both assessment and instructional services for adult basic education (ABE) exceptional learners in an urban adult learning center in New Jersey. Two areas were considered of priority in developing the project design: the development of an assessment and remediation model for learning disabilities in functionally illiterate adults and the development of innovative approaches for meeting the needs of adults with learning disabilities. The project consisted of four main components, each addressing specific goals, as follow: educational assessment, educational programming, staff development at the learning center, and project evaluation. Thirty-one students participated in the ABE program which was offered both during the day and evening. Initial assessment tests and posttests were administered to gauge process dysfunctions related to basic skills education. At the end of the project it was concluded that needs exist in the following areas: (1) developing valid and reliable instruments specifically designed to assess adult exceptionality; (2) increasing instructors' competencies in teaching strategies suited to exceptional adults; and (3) developing a national master plan and state plans to meet the educational needs of this population group. (A handbook CE 018 885 providing assessment, educational planning, and instructional strategies was developed as part of this project.) (ELG)

ED 167 758 CE 019 892

Meehan, Merrill L.

Competency-Based Instructional Module Specifications.

Pub Date-Aug 77
Note-30p.; For related documents see ED 143 659 and ED 145 089
Pub Type- Guides - Classroom - Teacher (052)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-*Behavioral Objectives, Definitions, Elementary Secondary Education, Instructional Materials, *Instructional Systems, *Layout (Publications), Learning Activities, *Learning Modules, *Organization, *Performance Based Education, Performance Specifications, Program Development, Skill Development, Teaching Methods

These specifications are intended to provide interested educators with a set of guidelines for the development of competency-based instructional modules. In the first of two chapters essential'' definitions and module components are presented. Module, competency statement, and general, terminal, and enabling objectives'' are defined. Seven major components of the competency-based instructional model are described; these components include the rationale/introduction, objectives, preassessment, instruction, self-evaluation, evaluation, and feedback. Chapter 2 examines the module organization, format, and layout. Module organization is discussed in terms of its requirements: (1) preliminary pages including title page, table of contents, and module overview sheet, (2) module body incorporating test and other pages, and (3) reference matter encompassing module resources and appendixes. In conclusion, the module format and layout are outlined, and guidelines are provided for paper selection, binding, type face, page numbering, margins, use of material other than typed copy, citations, copyrighted materials, and bias exclusion. The appendix contains sample module pages from a table of contents, overview sheet, module body, and resources page. (CSS)

ED 167 812 CE 020 285

Training Program for Operation of Emergency Vehicles. Course Guide.
INNOVATRIX, Inc., Ingomar, Pa.
Spons Agency-National Highway Traffic Safety Administration (DOT), Washington, D. C.
Report No.-DOT-HS-802-563
Pub Date-Oct 78
Contract-DOT-HS-6-01336
Note-49p.; For related documents see CE 020 286-287
Available from-Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (Stock Number 050-003-00330-1)
Pub Type- Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Course Objectives, *Driver Education, Educational Objectives, *Educational Programs, Emergency Programs, *Emergency Squad Personnel, Learning Activities, Program Administration, Program Planning

Guidelines for organizing and administering the three-part Emergency Vehicle Operation (EVO) Course are provided. The first section of the guide describes the course structure and lists the unit objectives (by unit module) for each of the courses's three parts. Part I contains seven units, organized into twenty-one modules, to be taken by all trainees in a classroom setting. Topics include introduction, legal aspects of EV, selecting routes and reporting emergency operations, preparing to drive an EV, important physical forces and EV control, and handling unusual driving situations. Part II contains three units (six modules), one of which is to be taken by each trainee in a classroom setting: operation of law enforcement, operation of ambulances, and operation of fire apparatus. Part III provides in-vehicle practice exercises for the type of vehicle the trainee will drive. The second section of the guide discusses five areas of concern in planning and administering the course: instructor and trainee qualifications, class size, classroom training resources, and scheduling. The third section describes the special requirements for the range/practical exercises, including range characteristics, number and types of vehicles, necessary and desirable equipment, and administrative considerations. The final section provides guidelines for monitoring and evaluating the course. Titles and descriptions of audiovisual aids are provided in the appendix. (Available separately are instruction lesson plans, CE 020 286, and a trainee study guide, CE 020 287.) (JH)

ED 167 830 CE 020 370

Mermis, William L. Chenault, Joann

Handbook for Professional Development in Human Services. Materials for Postsecondary Education Programs.

Office of Career Education (DHEW/OE), Washington, D.C.
Pub Date-Mar 79
Note-211p.; Not available in hard copy due to light and broken type; For related documents see ED 109 507 and ED 130 108
Available from-Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402
Pub Type- Guides - Non-Classroom (055) - Reference Materials - Bibliographies (131)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-*Career Education, Community Development, Consultants, Crisis Therapy, *Curriculum Design, *Human Services, Mental Health, Organizational Development, Paraprofessional Personnel, Policy Formation, Postsecondary Education, Program Evaluation, Resource Guides, *Skill Development
Identifiers-School to Work Transition

This handbook presents major content information that can be useful in the planning of comprehensive professional development programs and individual skill building. It presents curricular modules and professional development units being developed which represent the basic tools for the contemporary practice of both career education and human services. The introduction discusses professional development issues and draws some conclusions about them. Part 1, Career Education and Human Services: Bridging the Gap, presents several abstracts of literature in the areas of school-to-work transition and human services, along with a list of references. Part 2 presents a series of major and representative content areas which could provide the knowledge base for professional development of career education and human services professionals. Such topic areas as community mental health, public affairs, and crisis intervention are analyzed. All content areas are followed by reference lists. A concluding statement and a bibliography on career education are included. (CT)

ED 167 848 CG 013 195

Preparing for Retirement: Crisis or Challenge? Hearing Before the Subcommittee on Retirement Income and Employment of the Select Committee on Aging, House of Representatives, Ninety-Fifth Congress, Second Session, June 19, 1978.

Congress of the U.S., Washington, D.C. House Select Committee on Aging.
Pub Date-19 Jun 78
Note-219p.; Not available in hard copy due to marginal legibility of original document
Available from-Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402
Pub Type- Legal/Legislative/Regulatory Materials (090)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-*Age, *Gerontology, Income, *Individual Needs, *Life Style, Older Adults, Personal Adjustment, *Quality of Life, *Retirement, Self Actualization

The materials contained in these hearings represent the statements of witnesses before one of the Subcommittees of the Committee on Aging of the House of Representatives. Witnesses include members of Congress, persons affiliated with the Administration on Aging and the U.S. Civil Service Commission, representatives of various labor unions, those working with several gerontology programs and national associations for retired programs, and state and local government officials. The statements address the following areas of concern: preretirement planning, financial and insurance needs, use of leisure time, health, social relations and personal safety. Specific models and suggestions for preretirement education programs are included in the appendices. (HLM)

ED 167 945 CS 004 564

Tourangeau, Roger Sternberg, Robert J.
Aptness in Metaphor. Technical Report No. 13.
Yale Univ., New Haven, Conn. Dept. of Psychology.
Spons Agency-Office of Naval Research, Arlington, Va. Personnel and Training Research Programs Office.; Office of Naval Research, Washington, D.C. Psychological Sciences Div.
Pub Date-30 Oct 78
Contract-N0001478C0025
Note-63p.
Pub Type- Reports - Research (143)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-Association (Psychological), Associative Learning, *Cognitive Processes, *Comprehension, *Figurative Language, *Metaphors, Reading Comprehension, Reading Research, *Semantics

Defining metaphor as seeing a concept from one class in terms of a concept from another class,'' a study was devised that analyzed the degree to which two concepts occupy dissimilar positions with respect to their category or domain (within-domain distance), and the degree to which categories themselves are dissimilar (between-domain distance). Preliminary to the study, nine groups of subjects rated the distances among stimuli from eight domains as a basis for two experiments. In the first experiment, one group of subjects rated the aptness of 64 metaphors while another group rated the comprehensibility of the same metaphors. Aptness related positively to between-domain distance and negatively to within-domain distance, but showed no relationship to overall distance. Comprehensibility related strongly to aptness. In the second experiment, subjects ranked a set of alternatives as possible completions of metaphors. In one group, all of the possible completions were from a single domain; in the other group, all were from different domains. In both groups the rank order of the within-domain distances of a set of alternatives correlated with the relative popularity of the alternatives. The overall results of the study consistently supported a domains-interaction view of metaphor. (Tables are appended.) (Author/MAI)

Horton, Marjorie S. Markman, Ellen M.

Children's Use of Extensional and Intensional Information in the Acquisition of Basic and Superordinate Categories.

Pub Date-Apr 78

Note-13p.; Paper presented at the Annual Meeting of the Western Psychological Association (58th, San Francisco, California, April 19-22, 1978)

Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Cognitive Development, Cognitive Processes, Communication Skills, *Concept Formation, Early Childhood Education, Kindergarten Children, *Language Development, Language Patterns, Language Research, Language Skills, Linguistics, Preschool Children

Forty-eight nursery school and kindergarten children participated in a study of concept learning. The study focused on children's use of intensional and extensional information in the acquisition of basic and superordinate categories. The intension of a concept is its definition or set of defining attributes; its extension is the set of all exemplars. The children completed a concept training task using natural categories assigned into basic and superordinate levels. Each child was trained on two categories at the same level, one through extensional information alone and one through combined extensional and intensional information. After training on both categories, each child participated in two successive tests for each category: a discrimination test that measured learning in terms of the child's ability to identify old training exemplars as positive, to generalize to new exemplars, and to discriminate between exemplars and distractors; and a sorting exercise that required the children to sort a series of pictures used in the training task into groups of positive exemplars and nonexemplars. The results indicated that the children acquired basic level categories more easily than superordinate categories, that intensional information benefited the acquisition of categories only at the superordinate level, and that children's ability to take advantage of the intensional information for their acquisition of superordinate categories developed with age. (FL)

Tan, Alexis S.

Political Socialization and Mass Media Use: A Reverse Causality Model.

Pub Date-Aug 78
Note-26p.; Paper presented at the Annual Meeting of the Association for Education in Journalism (61st, Seattle, Washington, August 13-16, 1978)
Pub Type- Information Analysis (070) - Reports - Research (143) - Speeches/Meeting Papers (150)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Citizen Participation, *Information Seeking, *Journalism, *Mass Media, *Media Research, Models, Newspapers, *Political Attitudes, *Political Socialization, Research Design, Research Methodology, Social Change, Television

A reverse causality model treating mass media use for public affairs information as a result rather than as a cause of political behavior was tested utilizing surveys of 190 Mexican-American, 176 black, and 225 white adults. The criterion variable used in each sample was frequency of television and newspaper use for public affairs information. The major predictor variables measured were diffuse support (general allegiance to the United States), political participation, and sense of political efficacy (the feeling that individuals can play a part in bringing about political and social change). Analysis of the findings revealed that political participation significantly predicted mass media use for public affairs information among all three groups. Respondents who were politically active were more likely to use newspapers and television for public affairs information than those who were not. The evidence for the other two political socialization variables was less conclusive. It was concluded that reverse causality models in political socialization and mass media research have some validity, especially for white populations. (FL)

ED 168 081 CS 502 425

Knutson, Patricia Kearney And Others

Tolerance for Disagreement: Interpersonal Conflict Reconceptualized.

Pub Date-Feb 79
Note-22p.; Paper presented at the Annual Meeting of the Western Speech Communication Association (Los Angeles, California, February 18-21, 1979)
Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-Affective Behavior, *Communication (Thought Transfer), *Conflict, Educational Research, Interpersonal Competence, *Interpersonal Relationship, Models, Research Methodology, Research Needs, Teachers
Identifiers-*Communication Research

Based on the idea that tolerance for disagreement is not other-directed but rather reflects a personality trait maintained by individuals across time and situation, a study was undertaken to develop a measure of tolerance for disagreement that would help further the conflict conceptualization by being able to predict negative affective interactions with procedural or substantive disagreement. To assess individual tolerance levels for disagreement, a Likert-type scale was developed and administered to 384 educators. Initially, 35 statements were used, representing both approach and avoidance of argumentative situations specific to interpersonal and group discussion contexts. Items were worded both positively and negatively. The subjects were asked to indicate the extent of their agreement with each item as it applied to them in their own communication contexts. Analysis of the data resulted in a 20-item scale that reflected face validity as well as sufficiently high reliability consistent with the conceptualization of the unidimensional nature of the tolerance for disagreement construct. The findings suggest that, while individual tolerance levels of disagreement varied, the impact of such levels on conflict situations requires empirical investigation. (FL)

ED 168 124 EA 011 391

Hubbard, Ben C. Hickrod, G. Alan

Illinois School Finance in an Era of Property Tax Relief: Some Alternatives to a Proposition Thirteen.

Illinois State Univ., Normal. Center for the Study of Educational Finance.
Spons Agency-Illinois School Problems Commission, Springfield.
Pub Date-Nov 78
Note-35p.
Available from-Center for the Study of Educational Finance, Department of Educational Administration and Foundations, Illinois State University, Normal, Illinois 61761 ($2.00)
Pub Type- Reports - Evaluative (142)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*Educational Finance, *Equalization Aid, *Inflation (Economics), *Property Taxes, *School District Spending, State School District Relationship
Identifiers-*Illinois

The purpose of this paper is to outline some policy options that might be considered by decision-makers in Illinois as they struggle with school finance in adequately funding the public schools, but also bringing about property tax relief. First the report looks at ways of attaining property tax relief through the distributive side by discussing state dollars to aid local school districts offset inflation, for equity purposes, and for property tax replacement. Then the report describes ways of attaining property tax relief through the options on the revenue side. Options discussed include freezing property tax levies, property tax reductions, property tax assessment, and property taxes not allowed to exceed a standard percentage of an individual's income. A general strategy is outlined for attaining property tax relief without at the same time reducing the level of educational services in the school districts. (Author/MLF)

Alternative Schools. Research Report 1976-3.
National School Boards Association, Washington, D.C.
Pub Date-76
Note-62p.
Available from-National School Boards Association, 1055 Thomas Jefferson Street, N.W., Washington, D.C. 20007 ($3.50; quantity discounts; shipping and handling charges will be added to billed orders)
Pub Type- Guides - Non-Classroom (055) - Opinion Papers (120) - Reports - Descriptive (141)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-*Alternative Schools, *Educational Alternatives, Educational Objectives, Elementary Secondary Education, Inservice Teacher Education, *Program Administration, Program Costs, Program Evaluation, Teacher Selection

During the 1970's, school districts throughout the country have created alternative educational programs allowing students and parents to choose the appropriate educational structure and methodology that suit their individual needs. School boards who establish alternative schools must assess, plan, design, effect, and evaluate educational programs to meet the particular needs of local students. The purpose of this report is to assist school boards in these undertakings. Authors asked people recognized as knowledgeable and experienced in the field of nontraditional education programs to provide responses to the most persistent questions of school leaders about alternatives. The interview format allows the expression of a diversity of experiences, beliefs, and attitudes, rather than offering only one correct answer. Questions and answers center around setting goals for alternative schools, dealing with problems, initiating creative planning processes, estimating expenses, matching students with the options, evaluating alternatives, selecting and training staff, ensuring the survival of alternatives, and getting started. (Author/JM)

ED 168 186 EA 011 464

A Concerned Citizen's Guide to Community School Centers. Educational Facilities Labs., Inc., New York, N.Y.

Pub Date-78

Note-24p.; For related documents, see EA 011 465-469 ; Photographs and some small print may not reproduce clearly

Available from-Educational Facilities Laboratories, 850 Third Avenue, New York, New York 10022 ($1.50, quantity discounts; $6.00 for series of Nos. 1-6)

Pub Type- Guides - Non-Classroom (055)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-Citizen Participation, Community Resources, *Community Schools, Community Services, Delivery Systems, Educational Finance, Elementary Secondary Education, Interagency Coordination, Needs Assessment, *Neighborhood Centers, Planning, *School Community Cooperation, *Shared Facilities, *Shared Services, Social Services

Community school centers have evolved from many experiments in interagency cooperation and community involvement. A community school center is a place that provides a variety of services that may include health, recreation, day care and after school care for the young, senior citizen programs, job placement, vocational and manpower training, public library, adult education, performing and creative arts, crafts, family and youth counseling, municipal services, and public K-12 education. It is also a forum for focusing community action and improving the quality of life for the residents. This booklet is the first in a series that examines community school centers as a phenomenon of national importance to the coordinated delivery of social services, better use of public resources, and revitalization of community life. The publication is organized as a series of responses to questions about characteristics of centers, how the coordinated services work, shared space, governance, financing, planning, examples of existing centers, declining enrollments, assessing community needs, and how to get started in planning a community school center. (Author/MLF)

ED 167 741 CE 019 516

Wheat, Valerie Niebel, Christie

Apprenticeship and Other Blue Collar Job Opportunities for Women.

Women's Educational Equity Communications Network, San Francisco, Calif.
Spons Agency-Office of Education (DHEW), Washington, D.C.
Pub Date-78
Contract-300-77-0535
Note-34p.; Photographs in this document will not reproduce well
Pub Type- Guides - Non-Classroom (055)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*Apprenticeships, *Blue Collar Occupations, Building Trades, *Educational Opportunities, *Employment Opportunities, Employment Qualifications, Employment Trends, Equal Opportunities (Jobs), *Females, Industrial Personnel, Job Market, Job Search Methods, Job Skills, Job Training, Labor Market, Occupational Information, On the Job Training, Resource Centers, Semiskilled Occupations, Sex Discrimination, Skilled Occupations, Trade and Industrial Education, Unskilled Occupations, Working Women
Identifiers-*Nontraditional Occupations, Nontraditional Roles

Designed to inform individual women and occupational counselors of blue collar jobs and training opportunities for women in construction and industry, this guide attempts to answer the questions: What is blue collar work? What is apprenticeship and are there entrance requirements? How do I go about finding a blue collar job or getting into an apprenticeship program? And finally, is blue collar work for me? The guide also includes sections on what to expect on the job, problems women crafts workers have encountered, history of women in the skilled trades, and profiles of blue collar women. A section on resource groups and organizations lists national and local sources of assistance. A bibliography indicates where to learn more about trades opportunities and about real life stories of women working in the skilled trades. Written in a conversational tone, many of the sections contain practical tips, for example, ``Go to the job site looking like you are ready to go to work (work clothes, boots, etc.).'' The guide includes tables, graphs, photographs, and a skills assessment check list. (LMS)

ED 167 794 CE 020 250

Dunster, Stan And Others

Business Education. Curriculum Interim Guide, 1977.

British Columbia Dept. of Education, Victoria. Curriculum Development Branch.

Pub Date-77

Note-142p.; Not available in hard copy due to reproducibility problems

Pub Type- Guides - Classroom - Teacher (052)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-Accounting, Business Communication, *Business Education, *Business Skills, Career Awareness, *Course Organization, *Curriculum Development, Data Processing, Economics, *Educational Objectives, Individual Development, Information Systems, Job Skills, Marketing, Office Machines, Office Management, *Office Occupations Education, Office Practice, Program Development, Secondary Education, Skill Development, Stenography, Student Evaluation, Typewriting

A business education curriculum guide is presented for teachers of secondary school students who wish a general economic education or an introduction to vocational business training. Following a brief introduction, the second of fifteen sections focuses on the theme of career awareness and personal development. Section 3 explains terms such as goal, learning outcome, and area. The fourth section reviews eight business education goals; for example, the first goal is to help students develop a positive feeling of self-worth. Section 5 charts twenty-one courses by title, designation, grade, prerequisite, and intent. An example of a teacher created integrated course is provided in section 7. Section 8 contains a suggested course grid by enrollment size and partial or complete curriculum. The section following recommends course time allotments. Section 10 offers a continuous progress program example. Student evaluation examples are given in section 11, and resource utilization and examples are suggested in the next two sections. Learning outcomes, listed in section 14, are included for accounting, business communications, career skills, data processing, and other study areas. In the final section, intent, content, learning outcomes, prescribed/supplementary materials, and suggested equipment and facilities are given for seven courses by grade level. The appendix contains a program development model. (CSS)

ED 167 897 CG 013 300

Greenhaus, Jeffrey H. Kovenklioglu, Grace

Causal Attributions, Expectations and Task Performance.

Pub Date- 76
Note-16p.
Pub Type- Reports - Research (143)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Attribution Theory, *Expectation, *Failure Factors, *Feedback, Higher Education, Males, *Self Esteem, *Success Factors, Task Performance

A group of 253 male students in a freshman chemistry class participated in this research, which investigated the relationship between performance attributions and expectations and performance on a subsequent task. College students attributed their success or failure on two chemistry tests to ability, effort, luck, or task difficulty, and indicated how well they expected to perform on a subsequent test. Among students who succeeded on the tests, expected and actual performance on the next test were positively related to ability attributions and negatively related to luck attributions. Among students who experienced failure, expected performance was negatively related to ability attributions and positively related to effort attributions. This suggests that failure can be a learning experience only when one feels that the behavior can be changed. Implications for job performance suggested that feedback may help the employee. (Author)

Reading Research in the Centre for Library Science and Methodology, 1968-1977.

National Szechenyi Library, Budapest (Hungary).
Pub Date-77
Note-89p.; Best available copy
Available from-Centre for Library Science and Methodology, National Szechenyi Library, P. O. Box 486, Budapest 5, Hungary (No price quoted)
Pub Type- Reference Materials - Bibliographies (131) - Reports - Research (143)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-Adult Education, Elementary Secondary Education, Foreign Countries, Information Utilization, Laborers, Library Programs, *Library Role, Postsecondary Education, Reading Comprehension, *Reading Habits, Reading Instruction, Reading Materials, Reading Programs, *Reading Research, Recreational Reading, Teachers
Identifiers-*Hungary

Intended for use by reading researchers and specialists, this booklet provides details on research studies conducted in Hungary from 1968 to 1977. The 19 studies cover a variety of topics ranging from reading habits and motivation among selected groups of workers, young people, intellectuals, and teachers, to the use, role, and influence of libraries. The booklet also contains descriptions of specific experiments performed in Hungary, such as reading camps for socially handicapped children. Each research survey includes the author's name, the method and scope of the investigation, a list of main subject matters, a bibliography, and a substantial summary of the conclusions reached. (FL)

ED 168 059 CS 502 280

Hunter, John E. Boster, Franklin J.

An Empathy Model of Compliance Gaining Message Strategy Selection.

Pub Date-Nov 78
Note-42p.; Paper presented at the Annual Meeting of the Speech Communication Association (64th, Minneapolis, Minnesota, November 2-5, 1978)
Pub Type- Speeches/Meeting Papers (150) - Reports - Research (143)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*Behavior Patterns, Behavior Theories, Cognitive Processes, *Communication (Thought Transfer), Emotional Response, *Empathy, Ethical Values, *Interaction Process Analysis, *Mathematical Models, Models, *Persuasive Discourse, Research Problems, Speech Communication
Identifiers-Communication Research

The purpose of this paper is to introduce a model of the psychological processes that take place when a persuader decides to use or not to use a given persuasive message. The assumption is made that if the perceived emotional impact of a message is more positive than an ethical threshold (which varies from person to person), the persuader will use that message, and that if the perceived impact is less positive than the ethical threshold, the persuader will reject the message. This model is mathematized, and the resulting mathematical model is tested against data gathered by G. Marwell and D.R. Schmitt (1967) and by G. Miller, F. Boster, M. Roloff, and D. Siebold (1977). It is shown that these tests strongly support the empathy model. Tables are provided that present information about the compliance-gaining strategies defined in the prior two studies. (Author/GT)

ED 168 104 CS 502 462

Glaser, Susan R.

The Development and Evaluation of a Course in Reticence Management.

Pub Date-Feb 79

Note-23p.; Paper presented at the Annual Meeting of the Western States Communication Association (Los Angeles, California, February 18-21, 1979)

Pub Type- Reports - Descriptive (141) - Guides - Classroom - Learner (051) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Academic Achievement, Anxiety, *Communication (Thought Transfer), *Educational Programs, Higher Education, *Interaction Process Analysis, Social Relations, *Speech Communication

Identifiers-*Communication Apprehension, *Conversation Skills

A conversational skills training program for persons who admitted discomfort in most interpersonal situations and who found it difficult to initiate and maintain conversation was designed to teach these conversational behaviors: asking questions, expressing disagreement and agreement, paraphrasing, initiating conversations, giving compliments, and asking for behavior change. Instruction in each conversational behavior was conducted according to a curricular sequence that involved self-monitoring, observation of models, covert rehearsal, behavior rehearsal, and practice of target behaviors. Although the subjects were evaluated consistently throughout the program, a need for more systematic program evaluation was indicated. (References and classroom materials are appended.) (MAI)

ED 168 145 EA 011 419

Central Control and Automation Systems: A Management and Procurement Handbook. Second Edition.

Association of Physical Plant Administrators of Universities and Colleges, Washington, D.C.

Pub Date-78

Note-96p.

Available from-Association of Physical Plant Administrators of Universities and Colleges, Eleven Dupont Circle, Suite 250, Washington, D.C. 20036 ($15.00 prepaid)

Pub Type- Books (010) - Guides - General (050)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-Centralization, Cost Effectiveness, Educational Facilities, Educational Research, *Electronic Control, Electronic Equipment, *Energy Conservation, Equipment Maintenance, Evaluation Methods, Facility Guidelines, *Facility Planning, Glossaries, Higher Education, Purchasing

Identifiers-Central Control and Monitoring Systems

It is presumed that those reading this book presently own and operate a central control and monitoring system (CCMS) or plan to implement one in the near future. One objective of this workbook is to present useful knowledge from case histories of members of the Association of Physical Plant Administrators of Universities and Colleges as well as current information about the state of the art and of a rapidly changing, technology-oriented industry. Chapters cover justification for a CCMS, basic designs and considerations, planning and economic analyses, equipment selection, procurement practices and improvements, installation, personnel and training, operation and maintenence, maintenence and troubleshooting, and adapting systems to energy management. (Author/IRT)

ED 168 208 EA 011 498

Vater, James J. Riddle, Richard A.

Analysis of Professional Fringe Benefits, 1978-79. OMNI Report.

Pennsylvania School Study Council, University Park.

Pub Date-78

Note-67p.; For related documents, see EA 011 497-499 and ED 154 473-475

Available from-Pennsylvania School Study Council, Inc., 327 Cedar Building, University Park, Pennsylvania 16802 ($10.00)

Pub Type- Numerical/Quantitative Data (110) ()

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-Administrative Personnel, Elementary Secondary Education, *Fringe Benefits, Health Insurance, Leave of Absence, *Professional Personnel, School Districts, School Systems, State Surveys, Teachers

Identifiers-*Pennsylvania

This report contains data collected from 275 Pennsylvania school districts for the 1978-79 school year. The data reflect policies and practices affecting fringe benefits for professional employees. The report is divided into three major sections. The first section presents comparative data for 30 variables on a statewide, size, and wealth basis. The second examines each variable on a regional basis. The third deals with the interaction of the control variables, district size and wealth, with the dependent variable, fringe benefits. The data concerning insurance coverage indicate that most school districts provide hospitalization and life insurance coverage. The percent of school districts providing dental coverage has increased. Visual coverage was provided by relatively few districts. Graduate study reimbursement tended to be reported by roughly three-fourths of the school districts. Leave usage has increased and varies by regions and by size and wealth of districts. (Author/LD)

Research Directions in Childhood Visual Impairment.
Michigan Univ., Ann Arbor.
Spons Agency-Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.
Pub Date-Sep 77
Note-60p.; Report on a Symposium, September 14-16, 1977
Pub Type- Reports - General (140)
EDRS Price - MF01/PC03 Plus Postage.

Descriptors-*Research Needs, *Visually Handicapped

A symposium involving personnel from universities and colleges, individuals from government and private agencies concerned with visual impairment, and doctoral level students was conducted to exchange information on current efforts and future needs in research with the visually handicapped child. Participants were divided into three groups to discuss goals and priorities in: organizational structures for the research community, training of researchers, and areas of needed research. Among evaluation results was that there seemed to be a general feeling that too much was planned for the symposium. (Appendixes, which make up the bulk of the document, include a copy of the initial letter, a list of participants, copies of the second letter and questionnaire, a paper titled ``Childhood Visual Impairments Sources and Uses of Knowledge'' by D. Warren, an outline of the agenda, and a sample evaluation form. (SBH)

ED 168 252 EC 113 927

Administrators Resource Manual for the Deinstitutionalization of Children and Youth.

Southwest Regional Resource Center, Salt Lake City, Utah.

Spons Agency-Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.

Pub Date-Jan 79

Contract-300-78-0016

Note-207p.; Contains some small print

Pub Type- Guides - Non-Classroom (055)

EDRS Price - MF01/PC09 Plus Postage.

Descriptors-Administrator Responsibility, Daily Living Skills, Exceptional Child Services, Hygiene, *Planning, *Severely Handicapped, *State Agencies, Student Evaluation, *Student Placement, Transportation

Identifiers-*Deinstitutionalization

Designed to help administrators involved with the deinstitutionalization of Arizona's severely and profoundly handicapped children, the manual details cooperative planning decisions and describes components of the educational program which are different from those previously delivered to less handicapped children. In the first section, responsibility, location of services, and service procurement information is listed for the public schools and the Division of Developmental Disabilities/Mental Retardation. Eleven special considerations for the deinstitutionalized students (including assessment and programing resources, toilet training, transportation, and medical services) are discussed and resources are identified for each area. Three case studies are provided. Among five appendixes is information on placement into services from the community. (CL)

ED 168 277 EC 114 401

Nesbitt, John A.
New Concepts and New Processes in Special Recreation. Institute Report.
Iowa Univ., Iowa City. Recreation Education Program.
Spons Agency-Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.
Pub Date-78
Grant-G007501219
Note-178p.; For related information, see ED 132 793-803; ED 143 176; ED 154 593 and EC 114 401-409; Best copy available
Pub Type- Reports - General (140)
EDRS Price - MF01/PC08 Plus Postage.
Descriptors-*Community Services, Delivery Systems, Handicapped, *Handicapped Children, *Leisure Time, Program Development, *Recreation, *Recreational Programs, *Reports

One of nine volumes in a series on recreation for the handicapped, the report examines new concepts and processes in special recreation. Among 10 topics considered are the following: goals of community recreation for the handicapped; delivery system; guidelines for management and development; local community leadership; planning, cooperation and coordination; advocacy for community recreation; recreation rights and responsibilities of people who are handicapped; and 10-year goals for community or special recreation for the handicapped. A third section reviews results of a national survey of community recreation and leisure services involving 31,306 handicapped persons. A final section lists recreation and park departments that have provided pioneer opportunity recreation for the handicapped. (CL)

ED 167 707 CE 018 316

Smith, Laveta Johnson, Ed.

Manual for Recognizing Sex Bias in Instructional Materials and Administrative Procedures.

Illinois State Office of Education, Chicago. Urban and Ethnic Education Section.

Note-42p.; The bibliography may not reproduce well due to light print

Pub Type- Guides - Non-Classroom (055)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-*Administrative Policy, Content Analysis, Discriminatory Legislation, Educational Environment, Elementary Secondary Education, *Equal Education, Females, *Instructional Materials, Males, Resource Guides, *Sex Discrimination, Sex Role, *Sex Stereotypes, Teaching Guides, Textbook Evaluation

Identifiers-Education Amendments 1972 Title B, Illinois, Illinois Public Law 19 597

This manual was prepared for school administrators and staff in Illinois school districts. Following a statement of the rationale for preparing the manual, a section on discriminatory legislation discusses Title IX of the Education Amendments of 1972 and Public Law 19-597 of Illinois. The next section discusses sex role stereotyping in classroom activities and in textbook prose and illustrations. The next section gives examples of sexist and nonsexist use of language. Balance vs. Imbalance'' suggests how to examine instructional materials in math and science and in history and social science for portrayals of equality and inequality of the sexes. The following section presents five questions to ask in analyzing the content of an entire text. A summary gives guidelines for valid portrayal of the sexes. The conclusion suggests steps school administrators can take to help correct problems of sexist treatment and lists ways teachers can neutralize'' sexist materials in the classroom. A bibliography and list of resource organizations are included. (LMS)

ED 167 873 CG 013 269

Greller, Martin M.

Can Industrial Organizational Psychology Survive the Advancement of Professional Psychology? Devolutional Circumstances.

Pub Date-29 Aug 78
Note-9p.; Paper presented at the Annual Convention of the American Psychological Association (Toronto, Ontario, Canada, August, 1978); For related document see CG 013 293
Pub Type- Speeches/Meeting Papers (150) - Information Analysis (070)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Attitudes, *Counselor Role, Higher Education, Office Practice, Perception, *Professional Occupations, *Professional Personnel, *Psychologists, *Role Conflict
Identifiers-*Industrial Organizational Psychology

A number of factors act to unify the profession of psychology, while others press toward its dissolution. Factors which unify the psychology profession include intellectual exchange resulting in the transfer of knowledge, and the limited number of co-sponsored sessions during the national professional association meetings. Those which push psychology toward dissolution include the wide variety of circumstances and settings of practice, highly differentiated training programs, changes in perception of what psychology is, and a seeking of identity from insurance companies in order to gain access to third-party payments. (Author/HLM)

ED 167 922 CG 013 328

Sparacio, Richard T.
Credentialing Survey of Human Development Counseling Graduate Students Attitudes Toward Licensure, Program Accreditation and Professional Identity.
Pub Date-Dec 78
Note-77p.; Appendices C,D,E,H,I not filmed due to copyright
Pub Type- Reports - Research (143)
EDRS Price - MF01/PC04 Plus Postage.
Descriptors-Accreditation (Institutions), *Counselor Certification, *Counselor Qualifications, Counselor Role, *Credentials, Graduate Students, Higher Education, *Professional Services, State Licensing Boards, *Student Attitudes

A movement in many states proposes licensing those that wish to identify themselves as professional counselors. In attempting to pass licensing legislation, however, the question of support becomes a critical one. In order to survey the attitudes of a group of Human Development Counseling (HDC) graduate students, licensure, program accreditation and professional identity were put to a sample group. Results indicate strong support for credentialed counselor and licensure. HDC students also indicated the need for stronger role definition for counselors and the need for a philosophical base from which to work. The survey questionnaire, reports from the APGA and an annotated bibliography of ERIC search results are included in the appendices. (PK)

ED 168 037 CS 204 741

Crowhurst, Marion
Syntactic Complexity in Two Modes of Discourse at Grades 6, 10 and 12.
Pub Date- 78
Note-18p.; Study prepared at Brandon University
Pub Type- Reports - Research (143)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Age Differences, Complexity Level, *Composition (Literary), Discourse Analysis, Educational Research, Elementary Secondary Education, Grade 6, Grade 10, Grade 12, *Language Development, Language Usage, *Narration, *Persuasive Discourse, *Sentence Structure, Student Development, *Syntax

Compositions in the narrative and argumentative modes of discourse were collected from 240 students (40 boys and 40 girls each from grades 6, 10, and 12) and analyzed for mean T-unit length to determine any differences in syntactic complexity across modes of discourse or grade levels. At each grade level, T-unit length was significantly greater in the argumentative mode than in narration. The differences between argument and narration at each grade level were greater than the difference between grades 6 and 12 for either mode of discourse. Significant increases in argumentative mode T-unit length appeared between grades 6 and 10 and between grades 10 and 12; but a significant increase in the narrative mode T-unit length appeared only between grades 6 and 10. These data provide further evidence that syntactic complexity in written composition is affected by task variables and that, while syntactic complexity increases with age, it levels off earlier in narrative writing than in other kinds of writing. (Author/RL)

ED 167 759 CE 020 002

Publicizing Adult Education Programs: A Leadership Monograph.

California State Dept. of Education, Sacramento. Bureau of Publications.

Pub Date-78

Note-25p.

Available from-Publications Sales, California State Department of Education, P.O. Box 271, Sacramento, California 95802 ($2.00, plus sales tax)

Pub Type- Guides - Non-Classroom (055)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-*Adult Education Programs, Audiovisual Aids, *Audiovisual Communication, *Communication Skills, *Community Resources, Newspapers, *News Writing, *Publicize, Radio, Television

This monograph describes successful publicity practices in adult education that can be adapted to fit individual promotional plans for communication with the community. The introduction explains the importance of good public relations to an adult education program. In section 1, publicity and promotion, the various ways of publicizing information are discussed: word-of-mouth; speeches to clubs and organizations; brochures, pamphlets, and flyers (including the class schedule); newspapers; radio and television; personal letters and postcards; audiovisuals; slides; transparencies; and motion pictures. A list of do's and don't's for writing and distributing news releases is included in this section. In the second section the advantages and disadvantages of these types of publicity are presented. A section on the best use of each type follows. Section 4 presents examples of community resources used to publicize and promote adult education, such as the chamber of commerce, churches, and medical clinics. Finally, a list of innovative ideas used to publicize adult education are given as examples of unique publicity plans which can be adapted by others. (CT)

ED 167 777 CE 020 151

Klaas, Alan C.

Career Education in the Large Urban Setting Detroit Public Schools, Detroit, Michigan. Evaluator's Report, 1976-1978.

Detroit Public Schools, Mich.

Spons Agency-Office of Career Education (DHEW/OE), Washington, D.C.

Pub Date-78

Contract-300-76-0411

Note-148p.; For related documents see CE 020 149, ED 132 284, and ED 138 786

Pub Type- Reports - Evaluative (142) - Reports - Research (143) - Numerical/Quantitative Data (110)

EDRS Price - MF01/PC06 Plus Postage.

Descriptors-*Career Education, *Demonstration Projects, Formative Evaluation, *Research Methodology, Secondary Education, *Statistical Analysis, Summative Evaluation, Urban Areas, *Urban Schools

Identifiers-*Detroit Public Schools MI, Education Amendments 1974

This evaluator's report of a career education project for the Detroit Public Schools is divided into two sections. Section 1, process evaluation, provides a summary of the activities reported by the project personnel for the eight deliverables collected and analyzed by the evaluator staff: (1) curriculum infusion, (2) career counseling/placement/follow-up, (3) community involvement (business), (4) deprivation needs, (5) parent training and involvement, (6) staff training, (7) involvement of principles, and (8) reduction of race and sex stereotyping. The second section, product evaluation, describes the evaluation instruments used, the subjects of the data collection, and the testing plan. The major portion of the section includes the results of the data collection for fourteen student objectives and one educator objective. The objectives are as follow: recognizing similarities and differences; establishing goals; understanding individual and group behavior; interpersonal relationships; sources of education and training; occupational information; decision making factors; self assessment; career options; life roles; participating in career planning; gaining education or training (basic skills); resources to implement career goals; goal attainment influencing factors; goal change factors; and educator knowledge of career education. Completing the report are student comments related to the career education program, and general project conclusions. (JH)

ED 167 849 CG 013 196

Adolescent Health Services, and Pregnancy Prevention Care Act of 1978. Hearing Before the Subcommittee on Health and the Environment of the Committee on Interstate and Foreign Commerce, House of Representatives, Ninety-Fifth Congress, Second Session, June 28, 1978.
Congress of the U. S., Washington, D. C. House Committee on Interstate and Foreign Commerce.
Pub Date-28 Jun 78
Note-255p.; Not available in hard copy due to marginal legibility of original document
Available from-Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402
Pub Type- Legal/Legislative/Regulatory Materials (090)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-*Adolescents, *Community Health Services, Community Programs, Contraception, *Family Life Education, *Health Programs, Individual Needs, Pregnancy, *Pregnant Students, Public Health Legislation, *Youth Problems

The materials contained in these hearings represent the statements of witnesses before one of the subcommittees of the Committee on Interstate and Foreign Commerce of the House of Representatives. Witnesses include members of Congress, a pediatrician from John Hopkins School of Medicine, HEW Secretary Califano, R. Sargent Shriver, and various associations interested in child welfare and population growth. The statements address the following areas of concern: (1) prevention of unwanted pregnancies; (2) assistance to pregnant adolescents; (3) development of community based health services for pregnant youth; and (4) training of personnel to provide appropriate services. (HLM)

ED 168 014 CS 204 692

Pedersen, Elray L.
Prospects for Sentence-Combining.
Pub Date- 78
Note-8p.; Study prepared at Weber State College
Pub Type- Reports - Evaluative (142)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Composition (Literary), Elementary Secondary Education, *English Instruction, Language Arts, Language Development, *Language Experience Approach, Language Fluency, *Sentence Combining, *Teacher Behavior, *Writing Skills

Maintaining that sentence-combining language experience is the single most beneficial tool currently available to improve student writing, this paper speculates about the value and effects of the adoption of the language experience approach across the English curriculum. It presents six tasks that need to be undertaken by teachers, researchers, and publishers: developing many different kinds of language experiences to meet the needs of many different kinds of students; working toward widespread adoption of language experience materials and exercises; placing special emphasis on developing language experiences that immerse writers in prewriting, writing, and rewriting stages of the composing process; engaging in full-scale overexposure of students to language experience materials; developing syntactic maturity materials through materials and methods used in English as a second language programs; and understanding student thought processes as they are affected by language experiences. (TJ)

ED 168 105 CS 502 466

Buley, Jerry, Comp. And Others

Communication and Sexuality: An Annotated Bibliography.

Arizona Univ., Tucson.

Pub Date-78

Note-53p.; Bibliography prepared at Arizona State University

Pub Type- Reference Materials - Bibliographies (131)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors-Body Language, Children, *Communication (Thought Transfer), *Family Relationship, Females, Homosexuality, *Interaction Process Analysis, Interpersonal Relationship, Males, Marriage, Nonverbal Communication, *Sex Role, Sex Stereotypes, *Sexuality, Social Relations

Identifiers-*Communication Research

The entries in this annotated bibliography represent books, educational journals, dissertations, popular magazines, and research studies that deal with the topic of communication and sexuality. Arranged alphabetically by author and also indexed according to subject matter, the titles span a variety of topics, including the following: sex and morality, marital communication and sexism, birth order and its sequence, career choices of married women, sex differences in expressiveness, sexual permissiveness, research in homosexuality, cross-culture sexual attitudes, fatherhood, the influence of parental attitudes on the child's sexual attitudes, women in a sexist society, sex and nonverbal communication, dating adjustment, the influence of television on sex role stereotypes, family planning motivations, alternative styles of marriage, wife dependency as related to marital adjustment, self-definition and role definition in women, changing sex ethics, childhood and sexual attraction, and intrafamily patterns of conflict resolution. (MAI)

ED 168 125 EA 011 392

Hubbard, Ben C. Hickrod, G. Alan

A Proposed Plan for Altering the Present State Aid System, to Correct for Objectionable Features of the Present Illinois System of Funding Public Education, and a Suggestion About a Way to Adjust Property Taxes Downward while Leaving the System Flexible.

Illinois State Univ., Normal. Center for the Study of Educational Finance.

Spons Agency-Illinois School Problems Commission, Springfield.

Pub Date-Nov 78

Note-20p.; A presentation for the Illinois Association of School Boards: Not available in paper copy due to marginal legibility of original document; Appendix A may be marginally legible

Available from-Center for the Study of Educational Finance, Department of Educational Administration and Foundations, Illinois State University, Normal, Illinois 61761 ($1.00)

Pub Type- Reports - Evaluative (142)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-*Educational Finance, Elementary Secondary Education, *Inflation (Economics), *Property Taxes, School District Spending, *State Aid, State Legislation, *State School District Relationship

Identifiers-*Illinois

The current method of financing education in Illinois is explained and reasons are advanced for changing it to afford property tax relief by a more equitable formula. The proposed plan and the arguments supporting it are then offered. The plan increases the state basic support level per student to $1,400, and the state assumes the full cost of the previous year's inflation on the basic $1,400 program. When school districts exceed the state-used rate in step one, the state assures those districts that their tax rate will at least get the dollars that the average of all like districts in the state would receive. Property tax relief would be achieved by replacing part of a property tax with alternative tax sources. It is suggested that the law authorizing this require the local collection form to calculate the tax bill, reduce any taxes that the bill reflects between 2 percent and 3 percent, and show on the form that the levy made by the board of education has been paid to the local district and that the taxpayer's bill was reduced by the amount of such taxes levied, but paid by the state. The tax reduction would be obvious and the prerogative of the local board would remain. (Author/MLF)

ED 168 187 EA 011 465

Planning Community School Centers. Educational Facilities Labs., Inc., New York, N.Y.
Pub Date-78
Note-31p.; For related documents, see EA 011 464-469 ; Photographs and some small print may not reproduce clearly
Available from-Educational Facilities Laboratories, 850 Third Avenue, New York, New York 10022 ($1.50, quantity discounts; $6.00 for series of Nos. 1-6)
Pub Type- Guides - Non-Classroom (055)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-Administrative Organization, Architectural Programing, Community Involvement, *Community Schools, Delivery Systems, Educational Finance, Elementary Secondary Education, Federal Aid, Governance, Interagency Coordination, Needs Assessment, *Neighborhood Centers, Objectives, *Planning, *School Community Cooperation, *Shared Facilities, *Shared Services, Social Services, Space Utilization

This booklet is the second in a series that examines community school centers. Because the exact nature of the planning process for a community school center must be developed in context, specific procedures are not prescribed. Rather, the issues that should be considered are outlined, alternative strategies and solutions are analyzed, and common pitfalls that may be encountered are described. Topics discussed include planning, establishing the philosophy and goals of the center, designing an adminstrative structure, developing an architectural program, and funding both the planning process and construction. (Author/MLF)

ED 167 725 CE 018 885

Bingham, Grace And Others

Working with Adult Exceptional Learners. A Handbook of Suggestions for Assessment, Educational Planning and Instructional Strategies.

Rutgers, The State Univ., New Brunswick, N.J. Center for Adult Development.

Spons Agency-New Jersey State Dept. of Education Trenton. Bureau of Adult, Continuing, Community Education.

Pub Date-Jul 78

Note-70p.; For a related document see CE 018 884

Pub Type- Guides - Non-Classroom (055)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors-*Adult Basic Education, Educational Diagnosis, *Educational Planning, *Evaluation Methods, Exceptional Persons, Guides, Individualized Instruction, Instructional Materials, *Learning Disabilities, Measurement Instruments, Models, *Special Education, Student Evaluation, *Teaching Methods

Developed as part of a New Jersey project designed to provide assessment and instructional services for adult basic education exceptional learners (see CE 018 884 for the final report of this project), this handbook provides a model of a systematic educational system for adult exceptional learners. The introductory section defines adult exceptional learners as individuals who have had, and continue to have, severe difficulty in learning. The second section focuses on the assessment model developed during the project. An assessment-instructional model is shown, and its five components (assessment, educational planning, implementation, evaluation, and modification) are described. Three assessment techniques (observation, interviews, and testing) are discussed, and a sample checklist and questionnaire are included. The last section is devoted to instructional services and covers the development of individualized educational plans and the implementation of compatible instructional strategies and materials. Among the suggested strategies are the following: (1) secure the learner's cooperation; (2) offer instruction at the learner's level; (3) break tasks into small units; (4) reinforce success; (5) keep learning tasks and materials meaningful; and (6) facilitate remembering. The two appendixes provide a description of assessment instruments and an oral language checklist. A brief bibliography is also included. (ELG)

Kane, Roslyn D. Frazee, Pamela
Occupational Choice: Do Traditional and Non-Traditional Women Differ?
RJ Associates, Inc., Arlington, Va.
Spons Agency-Women's Bureau (DOL), Washington, D.C.
Pub Date-Apr 78
Note-18p.
Pub Type- Reports - Research (143)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Area Vocational Schools, *Career Development, Counseling Effectiveness, Educational Opportunities, *Enrollment Influences, *Females, *High School Students, *Occupational Choice, Parent Influence, Secondary Education, Social Influences, Student Problems, Teacher Influence, *Vocational Education, Vocational Interests, Womens Education
Identifiers-Nontraditional Occupations, Nontraditional Roles

A national survey of women in nontraditional, mixed, and traditional occupational training at area vocational technical schools was conducted to determine the factors which influence women to enter nontraditional training and how they differ from those of traditional women. It was found that women have difficulty selecting a nontraditional vocational program and that this problem is compounded by the pressure on women to choose academic preparation. Interest was the single most powerful force influencing women in their selection of vocational training. Ability in the occupational area was second, and earnings came third. Career education, career orientation, and job site visitation were considered more useful counseling techniques than individual counseling, vocational testing, or group counseling. Educational personnel did not have a great impact on the career decision making of students. Counselors and teachers had more influence on traditional women than on nontraditional women. Parents were the most influential group for nontraditional students. Employment of women in related occupations simultaneous to their vocational training was an extremely important factor in improving their education and training. The largest single problem identified by women was the problem of men adjusting to women in their classroom, particularly if there were very few women in the classroom. (LMS)

ED 167 813 CE 020 286

Training Program for Operation of Emergency Vehicles. Instructor Lesson Plans.

INNOVATRIX, Inc., Ingomar, Pa.
Spons Agency-National Highway Traffic Safety Administration (DOT), Washington, D. C.
Report No.-DOT-HS-802-564
Pub Date-Oct 78
Contract-DOT-HS-6-01336
Note-772p.; For related documents see CE 020 285-286
Available from-Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (Stock Number 050-003-00332-8)
Pub Type- Guides - Classroom - Teacher (052)
EDRS Price - MF05/PC31 Plus Postage.
Descriptors-Behavioral Objectives, Course Content, Course Objectives, *Driver Education, *Emergency Squad Personnel, Learning Activities

Unit lesson plans for the three parts of the Emergency Vehicle (EV) Operator training program are provided. The units in parts 1 and 2 are designed for use in a classroom setting and contain the following components: description of the unit; trainees' knowledge objectives; instructor preparation activities; instructional content/presentation guidelines, and review exercises. Part 1 contains seven units, organized into twenty-one subunits or modules, and includes the following topics: course introduction, the legal aspects of EV operation, selecting routes and reporting emergency operations, preparing to drive an EV, important physical forces and EV control, operating an EV, and handling unusual driving situations. Part 2 contains three units (six modules), one of which is to be taken by each trainee: operation of law enforcement vehicles, operation of ambulances, and operation of fire apparatus. Part 3 provides in-vehicle practice exercises for the type of vehicle the trainee will drive. Contained in this unit are the following components: description of the unit; trainee performance objectives; instructor preparation activities; small area exercises (Dutton's Weave, stall parking, turnabouts), range exercises (evasive maneuver, serpentine course. Baird's Judgment, lane change, controlled braking, decreasing-width track), and skid-pad exercise. Each exercise contains a description of the exercise, procedures, possible performance problems, and criteria for excellent rating. (A bibliography and masters for transparencies are provided in the appendixes). (JH)

Initiatives in Further Education in South Australia. Volume 3, Number 1, 1976-77.
South Australian Dept. of Further Education, Adelaide. Research Clearinghouse.
Pub Date-Dec 77
Note-55p.
Available from-The Clearinghouse Officer, Research Branch, Department of Further Education, Box 2352, G.P.O., Adelaide, South Australia 5001
Pub Type- Guides - General (050) - Reference Materials - Bibliographies (131) - Reports - Descriptive (141)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-Adult Education, Career Education, *Educational Research, Educational Resources, Foreign Countries, Information Centers, Information Retrieval, *Information Systems, *Program Descriptions, *Research and Development Centers, Research Methodology, *Research Projects, Technical Education, Vocational Education
Identifiers-ERIC, *Research Clearinghouse, South Australia

This booklet serves as an introduction to the Research Clearinghouse of South Australia. The first section explains how to find a particular project in the booklet and how to obtain copies of project materials from the Clearinghouse. In the introduction, the Clearinghouse's objectives are spelled out, and its relation to the ERIC (Educational Resources Information Center) system defined; also provided is an explanation of how one can contribute to the Clearinghouse. Most of the booklet contains project descriptions (121) that are available for retrieval. Each project is indexed by college, topic, and author/contact person. A topic index and a list of descriptive words are supplied towards the back of the booklet. An example of a project is shown, together with a key which gives an indication of how the various sub-headings and codes fit the overall plan. Finally, a summary of services provided by the Clearinghouse and a feedback sheet are included. (CT)

ED 167 874 CG 013 270

Baum, Michael C.

Organizational Politics and the Entry: Process of the New Professional Psychologist.

Pub Date-Aug 78

Note-10p.; Not available in hard copy due to marginal legibility; Paper presented at the Annual Convention of the American Psychological Association (Toronto, Ontario, Canada, August, 1978)

Pub Type- Speeches/Meeting Papers (150) - Opinion Papers (120)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-*Consultants, Employer Employee Relationship, *Entry Workers, Leadership Styles, Organizational Climate, *Organizational Communication, *Power Structure, *Professional Personnel, *Psychologists, Role Models

Applying a consultative model to the process of entering a profession, understanding organizational politics, and experiencing the need to prove oneself are all important to the new psychologist. Organizational entry for the new professional is analogous in many respects to the entry of a consultant into an organization. Using this assumption, it is then possible to apply a consultative model for making that entry a smooth and productive one. Organizational structure, power, norms, leadership style, sanctions, and rewards are concepts which can be used to enhance the new psychologist's effectiveness. Also important are organizational politics, focusing on the importance of learning the organization's informal and formal history, discovering alliances, and developing strategies for working within the informal communication network. (Author)

Gibbons, Frederick X.
Self-Awareness, Self-Concern and Prosocial Behavior.
Pub Date-30 Aug 78
Note-13p.; Paper presented at the Annual Convention of the American Psychological Assocation (86th, Toronto, Ontario, Canada, August, 1978)
Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Empathy, Helping Relationship, *Inhibition, *Interpersonal Competence, *Prosocial Behavior, *Self Concept, *Social Responsibility

Contrary to expectations, self-awareness inhibited reactions to a salient norm of social responsibility in two experiments which tested the hypothesis that directing attention to the self would lead to an increase in helping behavior. The reason, apparently, was that self-awareness interfered with the empathy process. Concerned about themselves and their own problems, the subjects were less willing to help a dependent other. A third experiment examined reactions to a salient norm of reciprocity under conditions that did not promote self-concern. The results of this experiment indicated that self-awareness does promote behavior that is consistent with an internalized standard of equity or reciprocity (that is, helping after receiving some form of help) when subjects are not involved with their own problems. In situations where a person has no basis for self-concern, for instance, a success experience of some kind, self-focused attention does enhance prosocial behavior. Otherwise, self-awareness promotes a state very similar to self-concern in which the person is unwilling to empathize and unlikely to help. (Author/BN)

ED 167 946 CS 004 588

Schofield, Hilary L. Start, K. B.
Attitudes towards Reading and the Teaching of Reading in Final Year Student Teachers.
Pub Date-77
Note-26p.; Paper presented at the Annual Meeting of the Australian Reading Conference (3rd, Melbourne, Australia, August 28-31, 1977)
Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Elementary Education, *Measurement Techniques, *Reading Achievement, *Reading Research, Self Concept, *Student Teachers, *Teacher Attitudes, Teacher Characteristics, *Test Construction
Identifiers-*Reading Attitudes

An instrument for measuring teacher attitudes toward reading and the teaching of reading and for relating reading attitudes and achievement within teachers was constructed with 15 concepts measured on ten scales. In 1974, the instrument and a reading achievement test were administered to 317 final-year elementary school student teachers in five teachers' colleges. In 1976, the same instruments were administered again, this time to 289 final-year elementary school student teachers in two colleges. In general, the 1976 study confirmed the 1974 findings. Specifically, the results showed the following: the relationship between reading attitude and achievement within teachers did not appear to be strong; positive attitudes toward teaching reading appeared to be unrelated to reading achievement; attitudes associated with positive valuations of reading, the teaching of reading, and literature were linked together; female teachers showed both higher achievement and more favorable reading attitudes than did males; self-concept appeared to be unrelated to reading achievement, but teachers with higher self-concepts appeared to have more favorable attitudes toward their own reading, the teaching of reading, and the pupil than did teachers with lower self-esteem; and personal adjustment appeared positively related to positive valuations of reading and the teaching of reading in both sexes. (FL)

ED 167 969 CS 004 692

Reading Research in Hungary (1960-1977); Bibliography.
National Szechenyi Library, Budapest (Hungary).
Pub Date-77
Note-61p.; Best available copy
Available from-Centre for Library Science and Methodology, National Szechenyi Library, P. O. Box 486, Budapest 5, Hungary (No price quoted)
Pub Type- Reference Materials - Bibliographies (131) - Reports - Research (143)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-Foreign Countries, Higher Education, Intelligence, Libraries, Library Material Selection, *Library Role, Library Services, Literary Analysis, Psychological Studies, *Reading Interests, Reading Programs, *Reading Research, Recreational Reading, Rural Population, Secondary Education, Sociocultural Patterns
Identifiers-*Hungary

Intended for use by reading researchers and specialists, this collection of abstracts provides details of research studies on reading and library use conducted in Hungary from 1960 to 1977. The 25 studies cover a variety of topics, including the following: readers' interests and library use habits, rural population and the library, changes in literary interests in the 1960s, reading and book acquiring habits of secondary school and university students, changes in library use habits in light of changes in information needs, the social environment of a public library, reading and intelligence, and problems of social science literature in public libraries. (FL)

ED 167 993 CS 204 606

Schafer, John C.

Text Analysis: What Is It? Will It Help Composition Teachers?

Pub Date-78
Note-24p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (29th, Denver, Colorado, March 30-April 1, 1978)
Pub Type- Opinion Papers (120) - Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Composition (Literary), *Discourse Analysis, *English Instruction, *Linguistics, *Structural Analysis, *Writing Skills
Identifiers-*Composition Process

Text analysis is the study and description of units of verbal behavior larger than the sentence and is concerned with elements of sentences and with the internal relations of larger passages as well as with how a text relates to the communicative situation in which it occurs. It is of current interest because literary critics have moved toward linguistics and linguists have moved toward texts and the two groups have met on common ground. Also, interest in text analysis is related to the rise of knowledge about hermeneutics the rules, methods, and theory governing exegesis. There are several approaches to text analysis including cotext, pretext, intention, and context, each of which is related to the types of knowledge one needs to read a text. Text analysis can help composition teachers because it affords the possibility of giving conscious control of the text to students by providing them with descriptions of texts that are more complete and more accurate than those presently available. It also can help heighten students' awareness of the differences between a spoken text and a written one. The greatest contribution of text analysis may be political it may unite people from different disciplines around an interest in texts and what text-building is in different disciplines. (TJ)

ED 168 082 CS 502 428

Miller, Gerald R. And Others

Real Versus Reel: What's the Verdict?: The Effects of Videotaped Court Materials on Juror Response. Final Report.

Michigan State Univ., East Lansing. Dept. of Communication.

Spons Agency-National Science Foundation, Washington, D.C.

Pub Date- 78

Grant-NSF-APR-75-15815

Note-260p.

Pub Type- Reports - Research (143) - Information Analysis (070)

EDRS Price - MF01/PC11 Plus Postage.

Descriptors-Audiovisual Communication, *Court Litigation, Courts, Due Process, Evaluation Criteria, *Justice, Legal Problems, *Media Research, *Production Techniques, *Videotape Recordings

An overview of four years of research that evaluated the effects of videotaped testimony on juror information and decision making activities in jury trials, this report contains the executive summary and an empirical report for the second two years of research. The executive summary discusses live versus videotaped trials, live versus color and monochromatic videotaped trials, videotaped segments in an otherwise live trial, deletion of inadmissible material in videotaped trials, editing techniques for deleting inadmissible material, detecting witness deception in videotaped presentations, videotape production techniques, and some general conclusions. The empirical report discusses some of these same topics as they pertain specifically to the final two years of research. Tables, figures, and ten pages of references are included. (MAI)

ED 168 146 EA 011 420

Greenhouses for Schools. Educational Facility Series. A Guide to Planning.
New Jersey State Dept. of Education, Trenton. Bureau of Facility Planning.
Pub Date-77
Note-31p.; Photos may not reproduce
Available from-Director of the Bureau of Facility Planning Services, State Department of Education, 225 West State Street, Trenton, New Jersey 08625 ($1.50; payment must be made in advance by check or money order payable to the Treasurer, State of New Jersey)
Pub Type- Guides - Non-Classroom (055) - Collected Works - Serials (022)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-Community Education, *Educational Specifications, Elementary Secondary Education, *Facility Guidelines, *Facility Requirements, *Greenhouses, Shared Facilities, Site Selection
Identifiers-*New Jersey

This bulletin has been designed to provide assistance to boards of education, school administrators, teachers, and architects in planning various types of greenhouses and related facilities. Topics discussed include the numerous uses of greenhouses, ideas on design and construction, the growing demand for primary and supporting facilities, evolving job classifications, and recommended acceptable minimum square footages for the various kinds of facilities. Program suggestions are made for the elementary, middle, high, and adult school levels. (Author/MLF)

ED 168 167 EA 011 445

Minimum Competency. Research Report 1978-3.
National School Boards Association, Washington, D.C.
Pub Date-78
Note-39p.
Available from-National School Boards Association, 1055 Thomas Jefferson Street, N.W., Washington, D.C. 20007 ($7.50; quantity discounts; shipping and handling charges will be added to billed orders)
Pub Type- Collected Works - General (020) - Opinion Papers (120) - Reports - Evaluative (142)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-Academic Achievement, Basic Skills, Board of Education Role, Elementary Secondary Education, *Federal Regulation, *Government Role, Government School Relationship, *Minimum Competency Testing, Policy Formation, Program Development, School District Autonomy, Testing Problems, Testing Programs

This four-part report deals with minimal competency testing with a focus on test development and the federal role in competency testing. The first section presents highlights of a 1978 conference on Achievement Testing and Basic Skills'' chaired by Secretary of Health, Education, and Welfare Joseph Califano. The second section contains the committee report Improving Educational Achievement'' issued by a nine-member committee headed by Stephen K. Bailey. This report, as well as the conferees at Secretary Califano's conference, advised the federal government against entering the business of developing national tests. Relying on the report, Califano recommended to the conference that the federal role be that of research, technical assistance, and as a clearing house for information. The third section of the publication presents the results of a survey of school board presidents about issues in competency testing. The results indicate that school boards would be vehemently opposed to the federal government's creation of national tests. The fourth section of the document is made up of recommendations concerning competency testing that the Education Commission of the States (ECS) has made to state and local governments. The ECS urges a joint effort by state and local authorities in the establishment of testing programs. (Author/JM)

ED 168 209 EA 011 499

Vater, James J. Riddle, Richard A.

Analysis of Nonprofessional School Employees Data, 1978-79. OMNI Report.

Pennsylvania School Study Council, University Park.

Pub Date-78

Note-90p.; For related documents, see EA 011 497-499 and ED 154 473-475

Available from-Pennsylvania School Study Council, Inc., 327 Cedar Building, University Park, Pennsylvania 16802 ($10.00)

Pub Type- Numerical/Quantitative Data (110) ()

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-Elementary Secondary Education, *Food Service Workers, *Fringe Benefits, Health Insurance, *Nonprofessional Personnel, *Paraprofessional School Personnel, *Salaries, School Districts, School Systems, *Secretaries, Staff Utilization, State Surveys, Wages, Working Hours

Identifiers-*Pennsylvania

This report contains data collected from 275 Pennsylvania school districts for the 1978-79 school year. The data reflect policies and practices affecting salaries, fringe benefits, and staffing ratios for nonprofessional personnel. The report is divided into three major sections. The first section presents comparative data for a number of variables on a statewide, size, and wealth basis. The second examines each variable on a regional basis. The third deals with the interaction of the control variables, district size and wealth, with the dependent variables concerned with salaries, fringe benefits, and staffing ratios. Fifteen variables were analyzed for each of four job categories secretary, custodian, food service worker, and paraprofessional and 13 variables were analyzed for the remaining three job categories supervisors of transportation, food service, and buildings and grounds. (Author/LD)

ED 168 230 EC 113 744

A Statewide Leadership Training Program on the Education of the Gifted and Talented. Final Report of the Texas Regional Leadership Clusters Project. 1976-1978.

Texas Education Agency, Austin.
Spons Agency-Office of Education (DHEW), Washington, D.C. Office for Gifted and Talented.
Pub Date-Nov 78
Grant-G007604822
Note-258p.; Parts may not reproduce clearly due to colored background
Pub Type- Reports - Descriptive (141)
EDRS Price - MF01/PC11 Plus Postage.
Descriptors-Elementary Secondary Education, *Gifted, *Inservice Education, *Leadership Training, State Programs, *Talented Students
Identifiers-*Texas

The document presents the final report of the Texas Regional Leadership Clusters Project, a program to increase public awareness of the needs of gifted and talented students, to encourage the development of exemplary programs, and to disseminate information about exemplary program activities. Initial sections cover project background, project plan, project objectives, and implementation activities (in table form with columns for objectives, activities, and outcomes). The bulk of the document consists of appendixes with the following materials: schedules of training phases, evaluation reports, a list of model school programs, objectives of training phases, descriptions of project products, a sample directory questionnaire, regional plans, regional presentations, a listing of members of the directory and handbook task forces, and a list of participants in the leadership teams. (SBH)

Smith, Judy Perks, Wendy

Humanism and the Arts in Special Education.

National Committee, Arts for the Handicapped, Washington, D.C.
Spons Agency-Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C. Div. of Personnel Preparation.
Pub Date-Sep 78
Grant-G007602994
Note-98p.; This document was originally produced through a grant to the University of New Mexico dissemination project
Available from-The National Committee, Arts for the Handicapped, 1701 K Street, N.W., Suite 801, Washington, D.C. 20006 ($3.50, $3.00 in quantities of 10 or more, paid by check or purchase order)
Pub Type- Reports - Descriptive (141)
EDRS Price - MF01/PC04 Plus Postage.
Descriptors-*Aesthetic Education, Art, *Creative Expression, Creative Writing, Dance, Demonstration Projects, Drama, *Handicapped Children, *Humanistic Education, Music, Research Reviews (Publications), Teacher Education

The book illustrates the value of the arts to special education, describes arts education programs and activities, reviews research on positive changes in children as a result of arts experiences, and considers ways to incorporate arts education in personnel preparation. Possible contributions of art, music, dance, drama, and creative writing to special education are examined. Recent and in-progress research is reviewed. Features of various arts-in-education approaches are described, and three prototype programs are cited. The role of the National Committee - Arts for the Handicapped is discussed, and 24 model site projects are described. Current gaps in personnel preparation are identified, and suggestions for collaboration, training, and research and development are given. (CL)

ED 168 278 EC 114 402

Nesbitt, John A., Comp.
Model Special Recreation Services. Institute Report Iowa Univ., Iowa City. Recreation Education Program.
Spons Agency-Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.
Pub Date-78
Grant-G007501219
Note-498p.; For related informatin, see ED 132 793-803; ED 143 176; ED 154 593; EC 114 401-409; Best copy available
Pub Type- Reports - Descriptive (141)
EDRS Price - MF02/PC20 Plus Postage.
Descriptors-*Community Programs, Community Services, *Demonstration Programs, Handicapped, *Handicapped Children, *Recreation, Recreational Programs

The second of nine reports (EC 114 401-409) on community recreation for the handicapped focuses on 18 model community-based programs. An introductory section presents an overview of information (including philosophy, population, program activity, consumerism, and interagency coordination) of the model programs. Separate descriptions of the 18 programs are provided, including the National Wheelchair Basketball Association Model, the Berkeley Outreach Recreation Program Model, the Milwaukee Avocational Counseling for the Elderly Model, the ANCHOR (Answering the Needs of Children with Handicaps through Organized Recreation) Model, and the Hartford Socio-Recreation Program for the Cerebral Palsy and/or Multiply Handicapped Individual Model. (CL)

ED 168 060 CS 502 320

Curran, Trisha
Kuleshov on Film'': A Spectator-Centered Film Theory.
Pub Date- 74
Note-13p.
Pub Type- Historical Materials (060)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Audiences, Auteurism, *Film Industry, *Film Production, *Film Production Specialists, Foreign Countries, Theories
Identifiers-*Kuleshov (Lev)

This paper describes some of the theories of cinematography of Soviet film theorist and filmmaker Lev Kuleshov. It points out that for him, film was communication portraying people's activities emanating from the environment. It explains that he was especially interested in audience response, particularly that of the proletariat, and that he felt that the effect of montage on the audience is extraordinary. The paper then compares Kuleshov with other filmmakers such as Pudovkin, Eisenstein, Metz, Munsterberg, Bazin, Bergman, and Fellini. It also conjectures what he would think about color, 3-D, and wide-screen films. (TJ)

Health Occupations Education: Dental Laboratory Technology. Program Development Guide.

New York State Education Dept., Albany. Bureau of Occupational Education Curriculum Development.
Pub Date-79
Note-65p.
Pub Type- Guides - Non-Classroom (055)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-Admission Criteria, Advisory Committees, Behavioral Objectives, *Dental Technicians, Educational Resources, Personnel Needs, Postsecondary Education, *Program Development, *Program Planning, Secondary Education, State Curriculum Guides, Student Placement, Technical Education
Identifiers-New York

This program guide was designed to assist occupational education administrators and health occupations education personnel in planning, developing, and implementing programs to prepare youth and adults for work as dental laboratory technicians. The content is presented in five sections. The first, an introduction, discusses what dental laboratory technology is, its past history and present state, and a career in dental technology. The next section, on planning the dental laboratory program, covers establishing program need, the advisory committee, staffing the program, student qualifications and selection, and survey procedures. The third section focuses on the curriculum and includes general and specific behavioral course objectives, a topical two-year course outline, clinical experience, and instructional resources. Section 4 presents some general facilities guidelines with illustrations, a list of suggested instruments and portable equipment, and a list of suggested initial supplies. The last section discusses follow-up activities, such as student placement (includes a sample employability profile form) postsecondary opportunities, and certification of the dental technician. (EM)

ED 167 923 CG 013 329

Richman, Charles L. And Others

Teacher Attitudes Concerning the Nature of Intelligence.

Wake Forest Univ., Winston Salem, N.C.
Spons Agency-National Inst. of Mental Health (DHEW), Rockville, Md.
Grant-MH-21288
Note-10p.; Not available in hard copy due to marginal legibility
Pub Type- Reports - Research (143)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-Genetics, Intelligence, *Intelligence Quotient, *Private Schools, *Public School Teachers, *Teacher Attitudes, Teacher Background, Teachers

Research was conducted to assess teacher attitudes towards genetic I.Q. and to ascertain the extent of the teachers' knowledge of their students' I.Q. scores. Teacher attitudes were assessed via a 20-item questionnaire administered to 225 private and public school teachers in the southeast and northeast. Findings revealed that private shcool teachers were more likely to profess a belief in genetic I.Q. than public school teachers, and older teachers professed a stronger belief in genetic I.Q. than younger teachers. (Author/PK)

ED 168 038 CS 204 742

Kroll, Barry M.

A Cognitive-Developmental Approach to the Teaching of Composition.

Pub Date-Feb 79
Note-12p.; Paper presented at the Annual Meeting of the Midwest Regional Conference on English in the Two-Year College (14th, Des Moines, Iowa, February 15-17, 1979)
Pub Type- Guides - Classroom - Teacher (052) - Speeches/Meeting Papers (150) - Information Analysis (070)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Cognitive Development, *Composition (Literary), *Educational Principles, English Instruction, Higher Education, Learning Theories, Secondary Education, *Student Development, *Teaching Methods

The cognitive/developmental theories of Jean Piaget and John Dewey assert that people learn by doing and that they grow intellectually by tackling demanding problems. It is this active, problem-solving orientation that is central to a cognitive/developmental approach to composition teaching. Six core principles can serve as guides for composition teachers who want to apply the approach to their classrooms. The key is to provide holistic writing tasks with genuine aims and audiences in mind. The second principle is to emphasize writing as a process without making the process sound too easy or simplistic. Third, composition classes should facilitate social interaction, reflecting the real purpose of writing correspondence, collaboration, and communication. The fourth principle for teachers to follow is to recognize the importance of student attitudes; and the goals of this principle are to eliminate apprehension about writing and to get students to willingly invest their energies in composing. Fifth, teachers should extend student language facility, using such teaching techniques as free writing and sentence combining. Finally, teachers need to deal forthrightly with student writing errors, helping students learn from their mistakes. (RL)

Spenner, Kenneth I.
Occupations, Role Characteristics and Intergenerational Transmission.
Stanford Univ., Calif. Boys Town Center for the Study of Youth Development.
Spons Agency-Employment and Training Administration (DOL), Washington, D.C.
Pub Date-8 Sep 78
Contract-DL-91-55-76-45
Note-30p.; Paper presented at the Annual Meeting of the American Sociological Association (73rd, San Francisco, California, September 4-8, 1978); Not available in hard copy due to thin type in the original document
Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-Career Choice, Data Analysis, Eligibility, Fathers, *Males, *Occupational Aspiration, *Occupational Choice, Occupational Information, Parental Background, *Parent Influence, Rewards, Role Models, *Role Perception, Statistical Analysis, Statistical Studies
Identifiers-*Intergenerational Occupational Movement, *Occupational Role Transmission

Various studies have been conducted to inductively locate the aspects of occupation in one generation which are transmitted to the next generation as found in corresponding aspects of their labor force aspirations and entry levels. This study restricted attention to intergenerational covariation in components of roles rather than to the structural or interpersonal mechanisms which might explain transmission. Occupations were conceptualized and measured on the basis of indicators for role requirements, content, and rewards. (The author states that role transmission presumes covariation between the requisites, routines, and rewards of parental occupations and the corresponding components of offspring aspirations and eventual labor force occupations.) Data were collected from a national sample of male members of the civilian labor force and from a sample of Michigan high school males. Canonical correlation analysis was used as a multivariate strategy for partitioning the covariance between two sets of scores into orthogonal pairs of linear combinations (dimensions). Canonical correlation analyses for two role relationships, involving parent occupation, early career occupation and late adolescent occupational aspirations, show that (1) role transmission occurs for a multiplicity of occupational characteristics which span requirements, content, and rewards of roles; (2) that the two role relationships are not isomorphic in their structure; (3) that there is support for recent arguments that complexity of roles is a key organizing feature of role transmission processes; and (4) that there is mixed support for recent research on patterns of intergenerational occupational movement. (Author/BM)

ED 167 760 CE 020 003

Williams, Robert And Others

Needs Assessment in Adult Education Programs. California Adult Education. A Leadership Monograph.

California State Dept. of Education, Sacramento.
Pub Date-78
Note-17p.
Available from-Publications Sales, California State Department of Education, P.O. Box 271, Sacramento, California 95802 ($1.75)
Pub Type- Guides - Non-Classroom (055)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-*Adult Education Programs, *Adult Students, Behavioral Objectives, Community Involvement, Community Programs, *Data Collection, Decision Making, Educational Needs, Group Status, Individual Needs, Institutional Role, Models, Need Gratification, *Needs Assessment, *Program Development, Program Improvement, Student Needs

This monograph focuses on adult education programs and (1) why needs assessment is necessary, (2) how to assess needs, (3) how to assess the needs of special groups, and (4) how to assess program needs. In the first of four sections the administrator's role is described, and the term ``needs'' is defined. Models are proposed for individual and institutional behavior. Section 2 reviews three assumptions as to why the assessment is being conducted; for example, the first assumption is that a needs assessment process leads to program support. This section advances an eight-step process for assessing needs: identify program goals, identify needed data, identify data available, identify data that must be gathered, gather data, identify discrepancies, rank order identified discrepancies, and begin the program development process. How to gather and manage data are also examined. Section 3 focuses on the needs of specific adults. It is suggested that criteria, such as age, ethnicity, socioeconomic status, handicaps, and educational status, can be used to identify program requirements for various subgroups. The involvement of community agencies in meeting special group needs is recommended. The report cautions against involvement with vested interests and notes particular problems in obtaining data from certain subgroups. The final section advises the use of the eight-step model to identify program needs. (CSS)

Fine, Sidney A.
The Functional Approach to Determining the Physical Requirements of Jobs.
Pub Date-28 Aug 78
Note-14p.; Paper presented at the Annual Convention of the American Psychological Association (Toronto, Ontario, Canada, August, 1978); Marginally legible due to some small print
Pub Type- Speeches/Meeting Papers (150) - Information Analysis (070)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Employment Qualifications, Individual Characteristics, Industrial Personnel, *Job Placement, *Job Skills, *Labor Conditions, Laborers, *Skill Analysis, *Task Performance

Estimation techniques of physical capacities have been used by the United States Employment Service for a period of 40 years. In one technique, benchmarks are used to define 27 different capacities and 27 working conditions, which are ultimately consolidated into six groups of the former and seven groups of the latter. The benchmarks are actual statements of work behaviors involving the characteristics. Several behaviors from a variety of jobs are used to indicate the presence of an ordinary amount as well as a critical amount of the characteristic. Although this technique was originally undertaken to facilitate the selective placement of the handicapped, the technique could be used across the board and would be equally useful for all placements. (Author)

ED 168 015 CS 204 697

Halloran, Karyn J.

Language Skills Approach to Writing.

Pub Date-Nov 78

Note-13p.; Paper presented at the Annual Meeting of the Mid-America Association of Educational Opportunity Program Personnel (4th, Fontana, Wisconsin, November 12-15, 1978)

Pub Type- Guides - Classroom - Teacher (052) - Speeches/Meeting Papers (150)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-Composition (Literary), Course Content, Course Objectives, *Educationally Disadvantaged, Higher Education, *Language Skills, Student Evaluation, *Teaching Techniques, *Writing Skills

The writing course described in this paper is designed to utilize the existing listening, reading, and speaking skills of educationally disadvantaged students to teach writing skills on the college level. The paper discusses the rationale of the course, describes the content briefly, outlines the language skills employed in a typical week's agenda, and provides four examples of formal and informal means of measuring skill development. A diagram illustrating the progressive difficulty of language skills, a student-rate graph and diagnostic chart, an oral competency evaluation form, and a class book list are included. (MAI)

ED 168 061 CS 502 344

Bullivant, B. M.

Riddles in Intercultural Communication: A View from Structural Anthropology.

Pub Date-Jul 78

Note-16p.; Paper presented at the Speech Communication Association Summer Conference on Intercultural Communication (2nd, Tampa, Florida, July 17-21, 1978)

Pub Type- Speeches/Meeting Papers (150) - Opinion Papers (120)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Anthropology, Cognitive Processes, *Communication (Thought Transfer), *Cross Cultural Studies, *Cultural Differences, Cultural Factors, Foreign Countries, *Multicultural Education, *Nonverbal Communication

Identifiers-Australia, *Intercultural Communication

Communication may be complicated in the kind of complex polyethnic interaction setting that is part of the Australian educational scene. In a polyethnic school, breakdowns in communication can occur from interference not recognized by either the teacher or the student. Interference may occur because the cultural grammar of the child may not mesh with the grammar of the person transmitting the message due to subconscious differences in body language or an unfamiliar mode of communication (e.g., different understandings of nodding the head). At a deeper level, the iconic nature of communication (transmitting incomplete information that the receiver is expected to be able to fill in) and field dependency/independency (cognitive styles more or less dependent on cues from the surrounding field such as peers or parents) also affect transmission of information. On a further level of abstraction, learned styles of processing information and dealing with learning contexts may cause interference in communication. Yet another source of interference may be related to different forms of communicative grammar related to the difference between religion and the domain of secular, academic tradition. (TJ)

ED 168 188 EA 011 466

Managing Community School Centers. Educational Facilities Labs., Inc., New York, N.Y.

Pub Date-79

Note-32p.; For related documents, see EA 011 464-469 ; Photographs and some small print may not reproduce clearly

Available from-Educational Facilities Laboratories, 850 Third Avenue, New York, New York 10022 ($1.50, quantity discounts; $6.00 for series of Nos. 1-6)

Pub Type- Guides - Non-Classroom (055)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-*Administrative Organization, Building Operation, Community Involvement, *Community Schools, Delivery Systems, Elementary Secondary Education, Interagency Cooperation, *Interagency Coordination, *Management, *Neighborhood Centers, Planning, School Community Cooperation, *Shared Facilities, Shared Services, Social Services

This booklet is the third in a series that examines community school centers. A variety of strategies that have been developed for managing community school centers are examined. Four aspects of management are discussed: (1) setting up an organizational structure that establishes relationships among participants; (2) ways of making the structure work; (3) managing the center's facilities; and (4) funding for administration, programs, and operation and maintenance. (Author/MLF)

ED 167 778 CE 020 178

Industrial Arts Metalworking for Intermediate and Junior High Schools. Curriculum Bulletin. 1978-79 Series. No. 8.

New York City Board of Education, Brooklyn, N.Y. Div. of Educational Planning and Support.

Pub Date-78
Note-155p.; The photographs in this document will not reproduce well
Available from-Auditor, Board of Education, Board of Education of the City of New York, Publication Sales Office, 110 Livingston Street, Brooklyn, N.Y. 11201 ($6.00)
Pub Type- Guides - Classroom - Teacher (052)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-Art Products, *Career Exploration, Course Content, Course Organization, *Industrial Arts, Instructional Aids, *Job Training, Lesson Plans, *Mass Production, *Metal Industry, *Metal Working Occupations, Occupational Guidance, Occupational Information, Secondary Education, Sheet Metal Work, Vocational Education

This curriculum bulletin is designed to present seventh and eighth graders with an overview of the metalworking industry from the acquisition of raw materials to the fabrication of the completed product. The manual is organized into five major instructional units: sheet metal, wrought metal, jewelry and art metal, bench and machine metal, and cast metal. Each unit is taught from the standpoint of its distinct tools, machines, operations, and processes with a consideration of the relationships that exist between each of the areas. The course provides a dual approach by considering unit and mass production methods of making a product. Each unit contains the following curriculum components: unit production, demonstration and related lesson plans, instruction sheet, related information sheet, mass production methods, occupational information, test questions, alternate product ideas, and selected related materials. In addition to the unit sections, there are comprehensive sections on the course organization, shop management, unit and mass production, course content, guidance, and teaching aids and materials. The manual is illustrated with photographs, charts, and drawings. (CSS)

Preparation for Self-Employment: A New Dimension in Vocational Education. A Report of the National Advisory Council on Vocational Education. Issue No. 1, January 1979.
National Advisory Council on Vocational Education, Washington, D.C.
Pub Date-Jan 79
Note-10p.
Pub Type- Opinion Papers (120)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Business Responsibility, *Employment Opportunities, Government Role, *Job Development, Job Training, Manpower Development, Organizational Climate, *Policy Formation, Program Development, Public Policy, Unemployment, *Vocational Education, Work Attitudes, Youth Employment
Identifiers-*Entrepreneurship, *Self Employment, Small Businesses

In the past the task of vocational educators has been to prepare people, especially youth, for known employment opportunities, but today we must be concerned about the adequacy of employment opportunities. The vocational system has paid too little attention to self-employed persons who discover and create their own jobs. These entrepreneurs are essential to economic vitality. There is a parallel need to create more entrepreneurial work opportunities inside existing organizations. The time has come to focus national attention on education for self-employment. We should (1) re-examine public policy to see how government may be discouraging small business formation, (2) enlarge our manpower policy conceptions to include self-employment incentives, (3) encourage business to redefine employment in entrepreneurial terms, and (4) learn how to modify educational programs to prepare people for entrepreneurially defined work. (CSS)

ED 167 875 CG 013 271

Kantrowitz, Ricki E. And Others

The Effect of Training/Supervision of Nonprofessional Interventions with Delinquents.

Pub Date-Aug 78
Note-38p.; Paper presented at the Annual Convention of the American Psychological Association (Toronto, Ontario, Canada, August, 1978)
Pub Type- Speeches/Meeting Papers (150) - Reports - Research (143)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*Change Agents, College Students, Comparative Analysis, *Counseling Effectiveness, Delinquent Rehabilitation, *Delinquents, *Intervention, *Nonprofessional Personnel, Performance Factors, Program Design, Task Performance, *Training Techniques

The use of undergraduates (N 57) working on a one-to-one basis with delinquent youths as the change agents in a nonprofessional program which systematically varied training/supervision/intervention components was investigated. Students and delinquents (N 73) were randomly assigned to one of four experimental training/supervision conditions or to a control group. Process interviews were conducted to determine what transpired in the 18-week intervention. The impact of the training/supervision segment on the actual intervention and the relationship between the intervention activities and successful youth outcome, based on official recidivism and school performance data, were determined. Results indicated that understanding how training/supervision is applied to the intervention situation by the nonprofessional, and how separate components differentially affect outcome, is important in determining the overall effect of any intervention. (Author)

ED 167 899 CG 013 302

Rosenthal, Naomi

Sex Roles as an Androcentric Vision.

Pub Date-Sep 78
Note-21p.; Paper presented at the American Sociological Meetings (September, 1978)
Pub Type- Speeches/Meeting Papers (150) - Opinion Papers (120)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Androgyny, Cultural Factors, *Family Attitudes, Interpersonal Relationship, Psychological Characteristics, *Sex Role, Sex Stereotypes, *Socialization, Social Values, *Sociocultural Patterns, *Womens Studies

The notion that women internalize personality characteristics that render them psychologically, socially and intellectually crippled is a denial of experience. The study of sex roles cuts across several disciplines, as well as being the major focus of women's liberation, thus creating the possibility for reappraisal of the field and its assumptions. Two positions have been taken about the bases of sex roles. One view, taken by the school of sociobiology, asserts that males are superior as social animals. The second, taken by environmentalists, states that sex differences are the result of societal intervention. Further studies implicitly accept the polarized model of male/female development. Analysis of the research shows that the basic assumptions of the field actually create rather than explain reality. The literature on sex roles assumes that women really do have stereotypical personality traits which result in inferiority. Acceptance of the assumptions constitutes a denial of the real and constant forces which make it difficult if not impossible for women and most men to achieve, to be independent, to be socially mobile, and to develop intellectually regardless of their psychological states. (BN)

ED 167 924 CG 013 330

Carver, Charles S.

Self-Awareness, Self-Consciousness, and Reactance.

Pub Date-78
Note-4p.; Paper presented at the Annual Convention of the American Psychological Association (Toronto, Ontario, Canada, August 1978)
Pub Type- Speeches/Meeting Papers (150) - Reports - Research (143)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Affective Tests, *Attention Control, *Changing Attitudes, Communication (Thought Transfer), *Psychological Patterns, *Reactive Behavior, Self Evaluation

Research was undertaken to test the hypothesis that reactance-based responses are facilitated by self-focused attention. (Psychological reactance has been defined as a motivational state that occurs when a person perceives that his or her freedom has been threatened in some way.) In addition, these studies served as further tests of the predictive similarity of manipulated self-assurance and dispositional self-consciousness. The research utilized the following reactance paradigm: Subjects' initial attitudes toward a favorably portrayed candidate were measured; subjects then received a pervasive communication in support of the candidate that either was or was not coercive in its wording; finally, subjects' attitudes toward the candidate were reassessed. Reactance was defined in this situation as resistence to the persuasion attempt. Three sequential studies were carried out. Results were consistent with previous data indicating that self-attention increases awareness of transient affective states. Findings also further broaden the data base indicating that manipulated self-awareness and dispositional self-consciousness are quite comparable psychological states. (Author)

ED 167 947 CS 004 621

Sheridan, E. Marcia

A Review of Research on Schema Theory and Its Implications for Reading Instruction in Secondary Reading.

Pub Date- 78

Note-22p.; Study prepared at Indiana University at South Bend

Pub Type- Information Analysis (070) - Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Cognitive Processes, Comprehension Development, Elementary Secondary Education, Higher Education, Linguistic Competence, Models, Psycholinguistics, Questioning Techniques, *Reading Comprehension, *Reading Instruction, *Reading Processes, *Reading Research, Semantics, Teaching Methods

Identifiers-*Schemata, *Schema Theory

Recent studies on schema theory and other concepts related to reading comprehension are discussed in this paper. Noting that the psycholinguistic model of reading views reading as a process of predicting meaning based on the reader's prior knowledge of language, the paper describes recent research that has led to a definition of reading comprehension that considers linguistic competencies, syntactic and semantic knowledge, and factors related to the printed page and to the reading environment. It then examines the characteristics of schemata, which represent generic concepts that are stored in memory, and explains how schema theory provides the concepts for explaining how readers interact with texts to interpret and comprehend. It provides examples to show how readers call upon schemata in reading and points out that in schema theory bottom up and top down processing of input occur simultaneously. Finally, the paper shows how schema theory points up the importance of such instructional methods as assisting students to relate new concepts to those already known, assisting them in setting up the dominant structure for comprehending a text, developing vocabulary concepts, and developing effective question/answer relationships. (GT)

Goldenberg, Marvin A.

The Development and Establishment of a Readiness/Pre-First Year Class.

Pub Date-Aug 78
Note-104p.; Individual Practicum, Nova University; A number of appendixes were removed due to copyright restrictions and poor reproducibility
Pub Type- Reports - Research (143) - Dissertations/Thesis (040)
EDRS Price - MF01/PC05 Plus Postage.
Descriptors-Auditory Discrimination, *Beginning Reading, Concept Formation, *Disadvantaged Youth, Grade 1, Kindergarten Children, Perceptual Motor Coordination, Program Content, *Reading Instruction, *Reading Readiness, *Reading Research, Reading Skills, Socioeconomic Background, Visual Discrimination

In an effort to improve the reading readiness skills of children entering the first grade, a special class was established in a lower socioeconomic area of a large city. Testing procedures were instituted to select appropriate pupils, and pretest and posttest results were used to evaluate the program. The 19 pupils selected for the class were given readiness training in the areas of auditory discrimination, visual discrimination, language development, concept development, both fine and grossmotor coordination, directionality, and color identification. As a result of this training, eight of the pupils were promoted to the first grade ready to begin reading activities, and eleven were promoted to the second grade as they had not only learned the readiness skills but had also learned the basic first-grade work. None of the pupils were promoted to the first grade during the term for fear that the change would have emotionally affected them and retarded their development. (Author/FL)

Russell, William J., Ed.
Discourse Analysis as an Extension of Linguistics: A Colloquy. Professional Paper No. 37.
Southwest Regional Laboratory for Educational Research and Development, Los Alamitos, Calif.
Spons Agency-National Inst. of Education (DHEW), Washington, D.C.
Pub Date-Oct 76
Contract-NE-C-00-3-0064
Note-27p.
Pub Type- Opinion Papers (120)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Body Language, Child Language, *Communication (Thought Transfer), Cross Cultural Studies, *Discourse Analysis, Elementary Education, Language Patterns, *Language Research, *Linguistics, Research Needs, Semantics, Structural Analysis, Syntax

The edited transcript of an informal panel discussion about discourse conducted by the Discourse Linguistics Special Interest Group of the American Educational Research Association is presented in this pamphlet. The transcript also includes comments by the chairperson and by audience members. Among the topics covered in the discussion are the distinction between content and packaging, pronominalization, child language, cross-cultural conversational skills, and kinesiology. (FL)

ED 168 083 CS 502 430

Minister, Kristina

Metaphoring and Perceiving: An Investigation of a Developmental Relationship.

Pub Date-Feb 79
Note-17p.; Paper presented at the Annual Meeting of the Western Speech Communication Association (Los Angeles, California, February 18-21, 1979)
Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Higher Education, *Imagery, *Language Development, *Language Processing, Language Research, *Metaphors, *Perception, Secondary Education, *Symbols (Literary)

It is proposed in this paper that a developmental continuum functions between metaphors and the perception of metaphoric referents in both ordinary and aesthetic language use, and three levels of the metaphoring act are isolated: perceptual, analogical, and evaluative. These levels appear justified in terms of their functional association with Piagetian theories of language acquisition. An experimental study, in which 192 high school and college students ranked metaphors from the three levels by their adaptive features (similarity, analogy, and dissimilarity), affirmed the theoretical propositions and suggested new grounds for explaining the intrinsic nature of metaphoric meaning. (Author/RL)

ED 168 106 CS 502 467

Ellis, Jack C. And Others

The Film Book Bibliography 1940-1975.

Pub Date-79

Note-752p.

Available from-Scarecrow Press, Inc., 52 Liberty Street, P.O. Box 656, Metuchen, New Jersey 08840 ($28.50 cloth)

Pub Type- Books (010) - Reference Materials - Bibliographies (131)

Document Not Available from EDRS.

Descriptors-*Film Criticism, *Film Industry, *Film Production, *Films, *Film Study, Higher Education, Mass Media, Photography, Popular Culture, Production Techniques

More than 5,400 entries are included in this first attempt to cite and classify all English language books, monographs, and dissertations about film that appeared from 1940 to 1975. Intended as a source of information about existing film books and as a tool for researching available literature on any film topic, the bibliography uses ten basic categories for classifying the literature: reference; film technique and technology; film industry; film history; film classifications; biography, analysis, and interview; individual films; film theory and criticism; film and society; and film and education. Each of these major sections is further subdivided as necessary to increase the precision of classification. Where title and classification do not make the contents clear, annotations are provided. Works that overlap categories are cited more than once. Name and title indexes are included. (RL)

ED 168 126 EA 011 393

Part 2: Paperwork Problems in Elementary and Secondary Education. Hearings before the Subcommittee on Elementary, Secondary, and Vocational Education. Ninety-Fifth Congress, First Session on H.R. 15.

Congress of the U.S., Washington, D.C. House Committee on Education and Labor.

Pub Date-77

Note-582p.; Not available in paper copy due to small print size of original document

Pub Type- Legal/Legislative/Regulatory Materials (090)

EDRS Price - MF03 Plus Postage. PC Not Available from EDRS.

Descriptors-Accountability, Cost Effectiveness, Data Bases, *Data Collection, Educational Legislation, Efficiency, Elementary Secondary Education, Equal Education, Federal Aid, *Federal Legislation, *Federal Regulation, *Government School Relationship, Higher Education, Management Systems, *Recordkeeping, Records (Forms), Student Financial Aid

The hearings contain an interim report on federal paperwork in the area of education by the Commission on Federal Paperwork. The commission's mandate was to develop ways of reducing paperwork associated with federal information demands while recognizing legitimate program planning and administration data needs. The commission examined the testimony of many witnesses at its hearings, reviewed letters, interviewed Congressional committee and agency staffs, and analyzed a substantial number of hearing records, government reports, and special studies. Two major respondent groups devoted special efforts to supply information about current reporting requirements; indepth studies were made at two institutions of higher education; and a task force studied federal reporting requirements for institutions of higher education and made recommendations for their consolidation. Problems selected are discussed from the standpoint of grants and contracts, student financial aid, nondiscrimination, and management controls. In each of these areas, salient problems are stated, analyzed, and recommendations are made. The next section contains a prepared statement from Carolyn Warner, Superintendent of Arizona State Department of Education, explaining how federal paperwork has been reduced by almost 60 percent in Arizona. The final section of the hearings contains testimony and prepared statements from several members of Congress and a number of individuals representing schools and organizations. (MLF)

ED 168 147 EA 011 421

Petition to the Environmental Protection Agency to Control Asbestos Emmissions from Spray-On Materials Which Have Been Applied in Public School Buildings for Insulation, Fireproofing, Decorative or Other Purposes.

Environmental Defense Fund, Washington, D.C.
Pub Date-21 Dec 78
Note-71p.; Some tables may not reproduce clearly due to small print
Pub Type- Opinion Papers (120) - Legal/Legislative/Regulatory Materials (090)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-Elementary Secondary Education, *Environmental Influences, Environmental Research, *Health, *Physical Environment, Public Health Legislation, *Safety, *School Buildings, Statistical Data, Tables (Data)
Identifiers-*Asbestos, *Toxic Materials

This petition requests the Environmental Protection Agency to promulgate regulations in compliance with section 6 of the Toxic Substances Control Act to control asbestos emissions from spray-on materials containing 1 percent or more asbestos that has been applied in public school buildings for insulation, fireproofing, decorative, or other purposes. Specifically, the petition requests the administrator of the agency to establish a program no later than March 1, 1979 that will identify all public schools in which these materials have been used. It also asks the administrator to require the manufacturers and processors of such fiber to take appropriate corrective action to eliminate the emission of asbestos fibers from surfaces that have been sprayed with it. The petition presents evidence that asbestos is a potent carcinogen capable of inducing lung cancer in the human population. (Author/LD)

Glanz, Jeffrey

The Bureaucratic-Professional Dilemma for Supervisors and Curriculum Workers in Schools: An Historical Analysis of a Persistent Problem.

Pub Date-11 Apr 79
Note-19p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, California, April 8-12, 1979)
Pub Type- Historical Materials (060) - Opinion Papers (120) - Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Administrative Organization, *Administrative Problems, Administrator Responsibility, *Administrator Role, *Bureaucracy, *Curriculum, Decision Making, *Educational History, Elementary Secondary Education, Individual Power, Power Structure, Professional Personnel, *School Supervision
Identifiers-*Curriculum Specialists, Professional Autonomy

A persistent problem for supervisors and curriculum workers has been the unresolved tension between the demands of the organization and the drive for professionalism. Emerging in the late nineteenth century, the problem was greatly influenced by the transformation of the school system along bureaucratic lines. Supervisors and curriculum workers during the early decades of the new century tried to counteract past bureaucratic influences by attempting to professionalize. Supervisors and curriculum workers attempting to improve instruction and make curriculum more valid were hindered by bureaucratic rules and regulations. The problem became increasingly apparent to supervisors and curriculum workers toward the middle 1930s. Because of the exigencies of the organizational framework of schooling, it is doubtful that even present day supervisors and curricularists are able to attain their professional goals. (Author/JM)

ED 168 231 EC 113 745

Rowland, Thomas D. Young, Bonnie Jean

Differential Diagnosis and Prescription-Learning Disabilities.

Oregon Coll. of Education, Monmouth.

Pub Date-77

Grant-OEG-0-73-2852

Note-283p.

Pub Type- Reports - Descriptive (141)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-Demonstration Projects, *Diagnostic Teaching, Educational Diagnosis, *Individualized Programs, *Instructional Materials, Language Tests, *Learning Disabilities, Models, Program Planning, Psychological Evaluation, *Student Evaluation

Intended for staff of diagnostic-prescriptive centers, the manual is designed to provide information about the Oregon Model Center for Learning Disabilities. Chapters cover the following topics: factors involved with learning; procedures and organization of the Center; assessment of psychological, educational, and language needs; procedures for writing the materials prescription; procedures for writing the evaluation report; and validation of the prescription. Appended are information on reading, spelling, math, and handwriting materials; bibliographies for professionals and parents; and information on the Oregon Textbook Representative's Association. (SBH)

ED 168 279 EC 114 403

Nesbitt, John A., Ed.

Papers on New Models of Community Recreation for Handicapped. Institute Report Iowa Univ., Iowa City. Recreation Education Program.

Spons Agency-Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.

Pub Date-78

Grant-G007501219

Note-338p.; For related information, see ED 132 793-803; ED 143 176; ED 154 593; EC 114 401-409; Best copy available

Pub Type- Collected Works - General (020)

EDRS Price - MF01/PC14 Plus Postage.

Descriptors-Architectural Barriers, Attitudes, *Community Programs, Costs, Cultural Activities, Employment, Handicapped, *Handicapped Children, Identification, *Leisure Time, Models, Program Administration, Recreation, *Recreational Programs, Transportation

Fifty-seven papers on new models of community recreation for the handicapped comprise the third report in the series (EC 114 401-409). Papers deal with the following topics (sample subtopics in parentheses): administration (management by objectives); advocacy; areas and equipment (outdoor playground equipment); attitudes; barriers (an analysis of Kentucky State Resort Parks); commercial recreation; community organization; consumerism; culture and the arts (cultural festivals); educational models (implications of P.L. 94-142 for recreation); employment; evaluation; funding; identifying the handicapped; insurance; leisure counseling; leisure education; literature; models (a program for deaf-blind persons); program (scouting); research; state models; training; and transportation. (CL)

ED 168 210 EA 011 501

State Association Staff Salary Schedules. Information Service Report Vol. X, No. 3.

National Council of State Education Associations, Washington, D.C.; National Education Association, Washington, D.C.
Pub Date-Mar 79
Note-117p.; For a related document, see ED 150 689 ; Small print may be marginally legible
Pub Type- Reports - Descriptive (141) - Numerical/Quantitative Data (110) ()
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-Labor Unions, Nonprofessional Personnel, Professional Personnel, *Salaries, *Teacher Associations

This report provides 1978-79 salary information for the employees in 54 state education associations. The salary data is presented either in schedule form or in listings of salaries for staff positions. Both professional and classified positions are listed. (Author/JM)

ED 167 726 CE 018 892

Lopez, Victor

Bilingual Vocational Program - Part J. Final Report, FY78.

Crystal City Independent School District, Tex.
Spons Agency-Office of Education (DHEW), Washington, D.C.
Pub Date- 78
Grant-G007801956
Note-87p.; Some pages in this document will not reproduce well because of broken type; Several pages removed due to confidential material
Pub Type- Reports - Descriptive (141)
EDRS Price - MF01/PC04 Plus Postage.
Descriptors-Adult Education, Auto Mechanics (Occupation), *Bilingual Education, Building Trades, Business Education, *English (Second Language), Job Skills, Job Training, *Mexican Americans, *Office Occupations Education, Personnel Needs, Printing, Program Descriptions, Program Effectiveness, *Program Evaluation, Public Relations, Spanish Speaking, Teacher Qualifications, Training Objectives, Underemployed, Unemployed, *Vocational Education
Identifiers-Texas (Crystal City)

The Crystal City Independent School District Bilingual Vocational Training Program was designed to provide business/printing education, auto mechanics, and industrial construction competencies to trainees exhibiting interest in these training areas. The participants were adults who were underemployed or unemployed in the community of Crystal City, Texas, the home base of an extremely high migrant Mexican American population. The program of instruction consisted of combined and coordinated related instruction with on-the-job training experience. During the period between September 1977 through May 1978, training was offered in two skill areas: (1) academic component, including computation and communications skills; and (2) vocational component, including skills in business and printing occupations. Concentration was placed on training individuals in secretarial/clerical and printing office machine skills. An advisory council selected fifty participants from the 200 adults who applied for the program. Seventy-two percent of the trainees were placed on jobs and/or motivated to pursue a college education. Seventy-five percent achieved the program's overall objectives, including demonstration of communication skills in both Spanish and English. Each trainee received counseling and instructions in job applications. The program was termed a success by program administrators. (CT)

ED 167 743 CE 019 570

Harris, J. A. And Others
Technical Report of an Evaluation/Follow-Up System. Pickens Area Vocational-Technical School, Jasper, Ga.
Spons Agency-Appalachian Regional Commission, Washington, D.C.
Pub Date-Jul 78
Note-99p.; For a related document see CE 019 571 ; Some pages may not reproduce clearly due to colored background
Pub Type- Reports - Research (143) - Tests/Questionnaires (160)
EDRS Price - MF01/PC04 Plus Postage.
Descriptors-*Educational Needs, Employee Attitudes, Evaluation Criteria, Field Studies, Graduate Surveys, Job Skills, Occupational Information, Personnel Evaluation, *Program Improvement, *Questionnaires, Supervisors, Test Construction, *Test Reliability, *Test Validity, Training, Vocational Education, *Vocational Followup, Work Attitudes

To obtain quantifiable employment information and identify training weaknesses of former vocational technical students, a comprehensive follow-up questionnaire was developed and validated. The new questionnaire, after review and revision, was field tested, using twenty-five randomly selected former students (placed in occupations related to their training) and twenty-two of their supervisors. Respondents were asked to identify ambiguous words, questions, etc; respond to each applicable question in terms of questions and scale values; offer program improvement comments; and rate ten question categories from most to least important. Several of the findings were (1) to avoid late returns it is advisable to collect responses at on-site visitation; (2) response rate, validity, reliability (.778), and comments indicate questionnaire is appropriate for the intended purpose; (3) the nine-point rating scale and not applicable'' option produced sufficient variance to provide useful data; (4) a questionnaire user's guide is needed; and (5) former students' supervisors should be the questionnaire respondents. It is recommended that, following revision, the questionnaire be put into immediate use for on-site follow-up; a user's guide be developed and disseminated; and twice yearly instructors should answer the questionnaire for self-evaluation. (Four other recommendations are offered. Appendixes contain the Appalachian Regional Commission evaluation form, on-site follow-up forms, and field validation form.) (CSS)

ED 167 796 CE 020 253

Harris, Lynn J.

Vocational Education R&D Products: Impact, Reliability, and Validity.

Ohio State Univ., Columbus. National Center for Research in Vocational Education.

Pub Date-79

Note-36p.

Pub Type- Reports - Research (143) - Numerical/Quantitative Data (110) ()

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-Administrator Attitudes, Item Analysis, *Program Development, *Questionnaires, Reliability, *Research, *Research Methodology, Secondary Education, Student Opinion, Teacher Attitudes, *Test Construction, Validity, Vocational Directors, *Vocational Education, Vocational Education Teachers

A pilot study was initiated to achieve reliability and especially validity indexes for measuring research and development impact. Two opposing questionnaires were administered to each of three target groups: 164 high school vocational education students, 120 secondary school vocational education teachers, and 56 vocational education administrators. Half of each group received the original questionnaire measuring product impact; half received the alternative questionnaire measuring product nonimpact. Three impact questionnaires, developed primarily by vocational education administrators, were constructed through item analysis. Nonimpact questionnaires stated the impact questions negatively. The student questionnaire contained 16 items, the teacher questionnaire 36 items, and the administrator questionnaire 20 items. The following are original and alternative questionnaire discriminant validity correlations and reliability correlations for the three groups: students: -.049 validity, .83 reliability; teachers: -.18 validity, .78 reliability; and administrators: -.45 validity, .86 reliability. Better impact assessment was found in the administrator domain than in the student and teacher domains. Each adjusted questionnaire contains ten acceptably valid items. An example of sensitive/valid items from each domain is (1) students gaining new knowledge from the product, (2) teachers the completeness of details covered in the product, and (3) administrators the absence of many better alternative products in the subject area. (CSS)

ED 167 814 CE 020 287

Training Program for Operation of Emergency Vehicles. Trainee Study Guide.

INNOVATRIX, Inc., Ingomar, Pa.
Spons Agency-National Highway Traffic Safety Administration (DOT), Washington, D. C.
Report No.-DOT-HS-802-565
Pub Date-Oct 78
Contract-DOT-HS-6-01336
Note-471p.; For related documents see CE 020 285-286
Available from-Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (Stock Number 050-003-00331-0)
Pub Type- Guides - Classroom - Learner (051)
EDRS Price - MF01/PC19 Plus Postage.
Descriptors-Behavioral Objectives, Course Objectives, *Driver Education, *Emergency Squad Personnel, Traffic Safety, Training

A two-part trainee study guide for use in the classroom phase of the Emergency Vehicle Operation (EVO) training program is provided. Part 1, to be taken by all trainees, contains seven units organized into various subunits and includes the following: (1) introduction to the course; (2) some legal aspects of emergency vehicle operation (state statutes on EVO, interpreting the law); (3) selecting routes and reporting emergency vehicle operations; (4) before you drive (vehicle inspection, maintenance, preparing to drive); (5) important physical forces and EVO (major physical forces, weight transfer); (6) operation (use of lights and sirens, basic control tasks, urban driving, negotiating intersections, turning around to reverse direction, following another vehicle, expressway operation, and driving at high speed); and (7) handling unusual situations (driving in adverse conditions, handling contingency situations, pulling off the road). Part 2 contains three units, one of which is to be taken by each trainee, and includes the following: (1) operation of ambulances (route planning, inspection and maintenance, and operation); (2) operation of law enforcement vehicles (communications, pursuit driving, making a traffic stop, and emergency escort of another vehicle); and (3) operation of fire apparatus (selecting routes, inspection and maintenance, operating systems, and basic control tasks.) Each unit in the two parts of the guide contain student behavioral objectives, a basic content outline, questions to be answered about the content, and unit review exercises. (JH)

ED 167 851 CG 013 236

Resnik, Henry S.

It Starts With People: Experiences in Drug Abuse Prevention.

Porter, Novelli and Associates, Inc., Washington, D.C.
Spons Agency-National Inst. on Drug Abuse (DHEW/PHS), Rockville, Md. Div. of Resource Development.
Report No.-DHEW-ADM-78-590
Pub Date-78
Contract-271-77-4509
Note-84p.; Some parts may reproduce poorly due to print quality
Pub Type- Reports - Descriptive (141)
EDRS Price - MF01/PC04 Plus Postage.
Descriptors-*Action Programs (Community), Adolescents, *Drug Abuse, *Drug Education, *Interpersonal Relationship, *Minority Groups, Peer Counseling, *Prevention, Problem Solving, Program Effectiveness, Social Problems

The question of drug abuse prevention is examined in this booklet. Addressing itself to a variety of disciplines and professions, the book reveals the effectiveness of prevention programs implemented in classroom, school and community settings. It draws on the experiences of several dozen drug abuse prevention programs that were either visited or assessed as part of an intensive research and review process. Strategies and educational techniques for prevention programs are emphasized, and organizational models for schools, communities and minority groups are presented. The emphasis is on how individual people can reach across age and social barriers to work with youth and help them live without drugs. (Author/PK)

ED 168 016 CS 204 698

Loxterman, Alan S.

College Composition and the Invisible Handicap.

Pub Date-78
Note-14p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (29th, Denver, Colorado, March 30-April 1, 1978)
Pub Type- Speeches/Meeting Papers (150) - Guides - Non-Classroom (055) - Reports - Descriptive (141)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-College Programs, *Composition (Literary), *Handicapped, Higher Education, *Identification, Learning Difficulties, *Learning Disabilities, *Remedial Instruction, Teaching Methods, *Writing Skills

There are students who have ``invisible handicaps'' specific learning disabilities who need to be identified and given assistance. One such student was discovered in a freshman composition class because of the disparity between his in-class writing and his take-home writing. It was ascertained that he had a learning disability that made it difficult for him to manipulate symbols spatially. After completing an alternative course through a writing laboratory using ``Process One, a College Writing Program,'' he was able to improve his skills to the point of earning a ``C'' grade. In working with students who have learning disabilities, some suggestions are: establish and publicize some system of referral and diagnosis, urge those who teach writing to support such a system, establish uniform standards throughout all departments offering waivers for specific learning disabilities, use the system often, provide a required program of special help, include audiovisual components in the supplementary writing program and use written exercises and objective tests to check mastery of principles, and give such students career guidance and personal counseling throughout their college years. (TJ)

ED 168 039 CS 204 743

Davis, James E., Ed.

Dealing with Censorship.

National Council of Teachers of English, Urbana, Ill.
Pub Date-79
Note-183p.; Not available in hard copy due to small print
Available from-National Council of Teachers of English, 1111 Kenyon Road, Urbana, Illinois 61801 (Stock No. 10622, $6.50 member, $7.50 non-member)
Pub Type- Books (010) - Collected Works - General (020) - Information Analysis (070)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-*Censorship, Educational Problems, Elementary Secondary Education, *English Instruction, Legal Problems, Moral Issues, Moral Values, Parent Attitudes, *Parent Reaction, *Parent School Relationship, *Textbook Evaluation, Textbook Selection

In response to a need voiced by a number of English teachers for new materials that discuss the censorship problems of the 1970s, this book presents articles that analyze the current climate regarding censorship, define the issues and pressures that surround the subject, and suggest ways to handle censorship when the problem arises within the school context. The articles discuss censorship from a variety of perspectives that include: reasons why censorship is on the rise at this time; the historical, social, educational, and human dimensions of censorship; the risks and chance element involved in taking censorship issues to court and the characteristic rhetoric of censorship and anticensorship groups. The articles that present ways to deal with censorship suggest such approaches as preparing a model policy and rules for selecting instructional materials and preventing censorship crises by preparing detailed written policies and rationales and by communicating with parents. The book also includes a bibliography of books, journals, and pamphlets on censorship and on procedures for establishing policies for material selection. (MAI)

ED 168 254 EC 113 929

Alvir, Howard P.

Professional Training Activities as a Part of Mainstreaming the Handicapped: An Analytical Survey of the Literature. (Intensive Courses for In-Service Staff Development.)

Pub Date- 78

Note-49p.

Pub Type- Guides - Non-Classroom (055)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-*Handicapped Children, *Inservice Teacher Education, *Mainstreaming, Program Development, Staff Improvement, Teacher Education

The paper is designed to help managers of mainstreamed programs set up intensive staff training courses on mainstreaming. A brief analytic survey of the literature is followed by a discussion of practical applications of mainstreaming (including philosophy, curriculum, support services, and evaluation). The remainder of the paper reviews procedures involved in developing intensive staff development courses. Topics considered include merging several courses into one through the selective use of performance-behavioral objectives, curriculum articulation by objectives, and the transition from teacher-centered to learner-centered programs. (CL)

ED 168 189 EA 011 467

Facility Issues in Community School Centers. Educational Facilities Labs., Inc., New York, N.Y.
Pub Date-79
Note-32p.; For related documents, see EA 011 464-469 ; Photographs and some small print may not reproduce clearly
Available from-Educational Facilities Laboratories, 850 Third Avenue, New York, New York 10022 ($1.50, quantity discounts; $6.00 for series of Nos. 1-6)
Pub Type- Guides - Non-Classroom (055)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-Architectural Barriers, Architectural Elements, *Architectural Programing, Building Design, Community Involvement, *Community Schools, Elementary Secondary Education, *Facility Guidelines, *Facility Requirements, Flexible Facilities, *Neighborhood Centers, *Shared Facilities, Shared Services, Site Development, Site Selection, Space Utilization

This booklet is the fourth in a series that examines community school centers. The development and substance of the building program, issues related to site selection and development, and overall building design strategies are examined. Also discussed are particularly important design details about which the programming committee and the architect should be aware. (Author/MLF)

ED 168 211 EA 011 502

Management System. University of New Hampshire-Portsmouth Teacher Corps Project, 12th Cycle.

New Hampshire Univ., Durham.; Portsmouth Public Schools, N.H.
Pub Date- 79
Note-88p.; Not available in paper copy due to marginal legibility of original document
Pub Type- Guides - General (050) - Reports - Descriptive (141)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-Objectives, *Program Administration, *Program Development, Program Evaluation, Program Planning, Recordkeeping, Summative Evaluation, Task Analysis
Identifiers-Management by Behavioral Objectives, New Hampshire (Portsmouth), *Teacher Corps

This document presents the management system developed by the University of New Hampshire-Portsmouth Twelfth Cycle Teacher Corps Project. This system, although very flexible and continually modified, is presented as a model that may be useful to other projects. According to the report, project goals, training objectives, and expected outcomes are clearly stated. A Management by Behavioral Objectives Task Analysis (samples of which are contained in the document) is done. The project evaluation design has four stages: context, input, process, and product evaluations. Documentation of project activities and accomplishments is collected in a central documentation file, documentation records or journals kept by each project member, and a monthly documentation interview of each member. The planning period of the project contains needs assessment and major decision-making for tailoring and beginning each project component. Process evaluation is used to determine the extent to which the program has been implemented as planned. Product evaluation requires the specification of directly measurable objectives. Both an internal and external evaluation are conducted. The research evaluation design, the evaluation timeline, the statement of policy and procedures, and the list of contents of the documentation file are also included. (Author/JM)

TRAC Monitoring System. Reference Guide.

Montgomery County Intermediate Unit 23, Blue Bell, Pa.
Pub Date-78
Note-20p.; For companion document, see EC 161 193; Not available in hard copy due to marginal legibility; Confidential material removed by ERIC
Available from-Montgomery County Intermediate Unit, Special Education Program, Norristown, PA 19401 (For information about complete kit)
Pub Type- Reports - Evaluative (142)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-Checklists, *Daily Living Skills, *Evaluation Methods, *Mentally Handicapped, *Multiply Handicapped, Self Care Skills, *Student Evaluation
Identifiers-*TRAC Monitoring System

The kit is a multilevel assessment and reporting instrument for continuously evaluating the progress of multiply handicapped and retarded children receiving instruction in basic living skills. The TRAC System is designed to pretest a child to prescribe individual instruction and to then monitor the child's progress in his or her program. The system is structured to monitor student progress at three specific levels: an area of adaptive behavior, skills within that area, and subskills within that skill. The adaptive behaviors covered include eating, dressing, communication, social behavior, personal hygiene, motor performance, basic skills, concept formation, and toileting. The kit includes recording sheets to tabulate student performance in each of the three specific levels. A reference guide is also provided, covering how to use the TRAC System, its limitations and possible misuses, its use with other instruments and/or specific curricula, and its technical development. (DLS)

ED 167 761 CE 020 015

Rice, Fred And Others

Small Business Management. Going-Into-Business Modules for Adult and/or Post Secondary Instruction.

Minnesota Research Coordinating Unit for Vocational Education, Minneapolis ; Minnesota Univ., St. Paul. Dept. of Agricultural Education.
Spons Agency-Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C.
Pub Date-Jun 78
Grant-G007605299
Note-382p.; For related documents see CE 020 016-020; Not available in hard copy due to reproducibility problems
Pub Type- Guides - Classroom - Learner (051) - Guides - Classroom - Teacher (052)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-*Adult Vocational Education, *Business Education, Business Skills, Evaluation Methods, *Learning Modules, *Management Education, Postsecondary Education
Identifiers-Entrepreneurship, *Small Businesses

Fifteen modules on small business management are provided in this curriculum guide developed for postsecondary vocational instructors. Module titles are as follow: decision making steps; financing a small business; location of a small business; record systems; the balance sheet and profit and loss statement; purchasing; marketing; sales; cash flow; taxes and depreciation; insurance; management controls for small business; employer-employee relations; break-even analysis; and maximizing profit. Each module is organized into seven elements: (1) introduction; (2) behavioral objectives; (3) transition of modules (a brief summary of the previous current and following module); (4) the lesson (subject content is centered around a series of key questions related to student objectives, and each key question contains a suggested teaching strategy); (5) summary (key points); (6) unit evaluation instrument (instructions for using it and an answer key are provided); and (7) transparency masters for use in the lessons. (JH)

ED 167 900 CG 013 303

Frankel, Arthur Snyder, Melvin L.

Poor Performance After Unsolvable Problems: Learned Helplessness or Self-Esteem Protection?

Pub Date-Mar 78
Note-16p.; Paper presented at the Annual Meeting of the Eastern Psychological Association (49th, Washington, D.C., March 29-April 1, 1978)
Pub Type- Speeches/Meeting Papers (150) - Reports - Research (143)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Attribution Theory, Cognitive Style, Individual Psychology, Information Seeking, *Motivation, *Performance Factors, Persistence, *Psychological Characteristics, *Self Esteem, *Task Performance, Testing Problems

People often perform poorly on tasks following experience with unsolvable problems. Two competing explanations for this performance deficit (learned helplessness and egotism) were tested. Subjects were given either solvable or unsolvable discrimination problems and then a series of anagrams which were alleged to be either highly or moderately difficult. Subjects previously given unsolvable problems did better on the anagrams when led to believe the anagrams were highly difficult. This result is contrary to a learned helplessness theory interpretation which attributes performance deficits following unsolvable problems to the belief that outcomes are independent of responses. Instead, this result supports an egotism explanation which maintains that people are not likely to try hard on a task following experience with unsolvable problems. That is, following failure, people are not likely to try hard on a task, unless a poor performance would not pose a further threat to their self-esteem. (Author)

ED 167 925 CG 013 331

Donahue, Thomas J.

Guidance Resources for Counselors and Administrators in International Schools.

Michigan State Univ., East Lansing. Inst. for International Studies in Education.
Pub Date-78
Note-144p.
Available from-IISE Publications, Michigan State University, 513 Erickson Hall, East Lansing, MI 48824 ($4.95)
Pub Type- Guides - Non-Classroom (055)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-*Counselor Role, *Foreign Culture, *Guidance Services, International Programs, Overseas Employment, *Student Exchange Programs, *Study Abroad, *Youth Problems

Designed as a guide for administrators who must perform or organize guidance tasks in an overseas school without a counselor, this book is also useful for the professional counselor who seeks to function in an expanded role in an overseas setting. Its purpose is to provide sources of information and ideas for solving guidance-related problems in overseas schools, and to help provide answers to the unique questions asked of counselors abroad. Much of the resource information contained in this guide refers to Europe. This is because many U.S. students choose to study in Europe, and many American schools are located there. Other information, concerning entrance requirements to foreign universities, school directions, health and legal matters and professional sources of support for teachers, counselors and students, is also provided. A lengthy appendix includes several articles on studying abroad, sample school profiles, and further recommended readings. (Author/PK)

ED 167 971 CS 004 698

Standards of Excellence for Reading Programs in Virginia.
Virginia State Dept. of Education, Richmond. Div. of Elementary Education.
Pub Date-Aug 76
Note-36p.
Pub Type- Guides - Classroom - Teacher (052) - Tests/Questionnaires 160)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-Adult Basic Education, Community Involvement, Elementary Secondary Education, *Evaluation Criteria, Program Development, *Program Evaluation, Reading Instruction, *Reading Programs, Staff Role, *Standards
Identifiers-*Right to Read, *Virginia

Prepared as part of a comprehensive study of reading in Virginia, this booklet contains standards identified by educators that must be exhibited by reading programs in order for them to be classified as excellent.'' The ten standards are organized around four components: the learner and learning environment, organizing and managing a reading program, staffing a reading program, and school and community commitment. The standards are also related to one of four principles concerning reading programs. Each standard is accompanied by a list of criteria for evaluation and a five-point rating scale. (FL)

ED 167 995 CS 204 622

Creswell, Thomas J.

Usage in Dictionaries and Dictionaries of Usage.

American Dialect Society.

Pub Date-74

Note-222p.; Publication numbers 63-64, April-November 1975; Parts may be marginally legible due to small print

Available from-National Council of Teachers of English, 1111 Kenyon Road, Urbana, Illinois 61801 (Stock No. 55774, $7.50 member, $9.80 non-member)

Pub Type- Reports - Evaluative (142)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-*American English, Comparative Analysis, Dialects, *Dictionaries, Evaluation Criteria, *Language Usage, *Lexicography, Semantics, *Standard Spoken Usage

To provide an authority on usage, this book presents an analysis of the treatment of American English as it appears in a number of dictionaries and usage guides. The first chapter presents brief sketches of the usage guides and studies that provided the basis for this compilation and discusses the organization of the book. After a resume of the background and claims of authoritativeness and completeness of the ``American Heritage Dictionary'' (AHD), the second chapter describes the procedures used in arriving at judgments on usage, discusses the selection of items submitted to a usage panel, analyzes the choice of panel members, and suggests the value of using panel opinions as a guide to usage. Chapter three analyzes the treatment of the same items that were described above as they appear in nine other dictionaries. Each dictionary is described individually and judgments are compared with those expressed in the AHD. The same process is applied to ten usage guides and studies in chapter four. The concluding chapter considers the treatment of all of the locutions as a whole and draws final conclusions as to objectivity, reliability, and authority in the treatment of usage. Seven appendixes and 33 tables are included. (MAI)

ED 168 062 CS 502 347

Skopec, Eric W.
Shifting Conceptions of Rhetoric in the Eighteenth Century.
Pub Date-Nov 78
Note-19p.; Paper presented at the Annual Meeting of the Speech Communication Association (64th, Minneapolis, Minnesota, November 2-5, 1978)
Pub Type- Historical Materials (060) - Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Composition (Literary), *Eighteenth Century Literature, Fine Arts, *Intellectual Disciplines, Liberal Arts, Literary Conventions, *Literary History, Persuasive Discourse, *Rhetoric, Self Expression, Taxonomy, *Theories

The nature and scope of eighteenth century rhetoric were defined by three dominant taxonomies of knowledge. In the oldest taxonomy, which clung to the liberal arts tradition, rhetoric was seen as a means of achieving social dominance, and its distinctive characteristic was the exercise of control through persuasion. Treatises representing this point of view comprehensively reviewed the accumulated lore of rhetorical devices in search of persuasive devices. The second ordering of knowledge followed a Baconian structure and reflected the division of mental faculties employed in generating, recording, and transmitting knowledge. Within this structure, rhetoric was seen as the art of adornment within the broader organ of transmission. The works of many theorists show how this conception led to an emphasis on vivid description and imagery and to an expansion of the scope of rhetoric to include nonpersuasive discourse. In the final pattern, eloquence was defined as a fine art and rhetoric was associated with a number of plastic arts. Theorists from this school agreed that the essential characteristic of the fine arts, and of rhetoric, was the expression of ideas. In practical treatises on rhetoric, the emphasis on expression was associated with a declining interest in the instrumentality of rhetorical discourse and in a growth of interest in delivery and the elocutionary movement.'' (GT)

ED 168 084 CS 502 432

Chapanis, Alphonse

Interactive Communication: A Few Research Answers for a Technological Explosion.

Pub Date-Aug 78
Note-50p.; Paper presented at the Annual Meeting of the American Psychological Association (86th, Toronto, Canada, August 1978); Parts may not reproduce clearly
Pub Type- Speeches/Meeting Papers (150) - Reports - Research (143)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*Aural Learning, *Communication (Thought Transfer), Comparative Analysis, Group Behavior, *Interaction, *Interaction Process Analysis, Interpersonal Relationship, Man Machine Systems, Mutual Intelligibility, Problem Solving, Psycholinguistics, Psychological Studies, Research, Speaking, Technology, *Visual Learning
Identifiers-*Communication Research

The techniques, procedures, and principal findings of 15 different experiments in a research program on interactive communication are summarized in this paper. Among the principal findings reported are that: problems are solved faster in communication modes that have a voice channel than in those that do not have a voice channel, modes of communication that have a voice channel are much wordier than those that do not have a voice channel, the wordiness of voice modes of communication appears to be due to the fact that it is so easy to talk rather than to the lack of a hard copy to which one can refer at will, and for none of the many problems tested is there any significant advantage of face-to-face communication over communication by voice alone. Other findings reported in the paper relate to communication by persons of diverse abilities, the effect of interrupt capability on communication, the unruliness of natural communication, and the use of restricted vocabularies for communication purposes. (Author/FL)

Francesconi, Robert

Freedom of Expression and Rhetorical Art: The Problems of Avant-Garde Jazz.

Pub Date-Apr 79
Note-13p.; Paper presented at the Annual Meeting of the Southern Speech Communication Association (Biloxi, Mississippi, April 11-14, 1979)
Pub Type- Opinion Papers (120) - Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-American Culture, *Black Achievement, Black Culture, Black Studies, *Jazz, *Musical Composition, Musicians, Music Techniques, Racism, *Rhetoric

Although the success of black jazz has been limited by its lack of recognition in the white-controlled music industry, its rhetorical development as an expression of black consciousness can be traced from the bebop of the 1940s and early 1950s, through the hard bop and free jazz of the 1960s, to the jazz orientation of the disco circuit in the 1970s. The bebop movement represented a musical protest against the image of jazz as simple folk music and expressed an awakening of racial identity in positive terms that offered an alternative to the mainstream of musical expression. Reflecting the rising tide of black consciousness, hard bop with its accent on hard blues, and free jazz with its emphasis on African rhythms and non-Western forms, both celebrated black culture in an intellectual and emotional manner. In the 1970s, many avant-garde artists currently perform on artist-owned labels, thereby maintaining greater control over their material while their music remains focused on third world themes and musical influences. In addition to valid allegations of racism in the music industry, other factors that influence the success or failure of avant-garde jazz include market economics, potential audience, and the industry's promotion of "surefire winners." (MAI)

ED 168 148 EA 011 422

Hentges, Joseph T.

A Normative Study of the Assistant Principalship in Selected Minnesota Secondary Schools.

Pub Date-Aug 76
Note-130p.; Thesis for the Degree of Specialist in Educational Administration, Mankato State University; Appendices may be illegible
Pub Type- Dissertations/Thesis (040)
EDRS Price - MF01/PC06 Plus Postage.
Descriptors-*Administrator Responsibility, *Administrator Role, *Assistant Principals, Literature Reviews, Principals, Questionnaires, Secondary Education, Statistical Analysis, Statistical Data, Tables (Data)
Identifiers-Minnesota

The purpose of this study was to investigate the duties and responsibilities assigned to assistant principals in select Minnesota secondary schools. The objectives were to determine (1) the degree of responsibility delegated to the assistant principal for each duty assigned, (2) the level of authority involved in the completion of the delegated duty, (3) the degree of importance the duty had to the proper functioning of the school, as viewed by the respondents, (4) differences evident between the roles of assistant principals in junior and senior high schools, (5) differences evident between the roles of assistant principals in urban, rural, and suburban schools, and (6) differences in the perceptions of principals and assistant principals relative to the responsibilities, authority, and importance of the duties delegated to the assistant principal. The study concluded that assistant principals in Minnesota secondary schools are involved in practically all aspects of the administrative process and that most of their duties involve shared responsibility. (Author/LD)

ED 168 255 EC 113 945

Krupnick, Martin I. Ratcliffe, Kevin. J.

The Behavioral Patterns of a Group of Educationally Handicapped Adolescents.

Pub Date-Oct 78

Note-12p.; Paper presented at the Annual Convention of the Genesee Valley Psychological Association (5th, Rochester, New York, October 20, 1978)

Pub Type- Reports - Evaluative (142) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Age Differences, *Behavior Patterns, Behavior Rating Scales, *Educable Mentally Handicapped, *Learning Disabilities, Mentally Handicapped, *Sex Differences

Identifiers-*Devereux Adolescent Behavior Rating Scale

The Devereux Adolescent Behavior Rating Scale was used to investigate the effects of age and sex on the classroom behavior of 294 educationally handicapped adolescents. An analysis of variance (ANOVA) indicated that the five age groups (12, 13, 14, 15, 16 years) were significantly different on one behavioral scale (heterosexual interest). Analysis further revealed three scales (domineering-sadistic, hyperactive-expansive, and bizarre action) that were significantly different at the p .05 level for males and females, and one (heterosexual interest) at the p .01 level. (Author/CL)

ED 168 280 EC 114 404

Nesbitt, John A.

Federal Funding for Special Recreation. Institute Report Iowa Univ., Iowa City. Recreation Education Program.

Spons Agency-Bureau of Education for the Handicapped (DHEW/OE) Washington, D.C.

Pub Date-78

Grant-G007501219

Note-90p.; For related information, see ED 132 793-803; ED 143 176; ED 154 593; EC 114 401-409; Best copy available

Pub Type- Reports - General (140)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors-Community Programs, *Federal Aid, *Federal Programs, *Financial Support, Handicapped, *Handicapped Children, *Recreation, Reports, *State Federal Aid

The fourth of nine documents on community based recreation for handicapped persons (EC 114 401-409) examines federal funding for special recreation. The first section reviews functions of assistance in the federal budget, scope of federal programs, and barriers to receiving funds. Three major problem areas (lack of funds for provision of local services, lack of Federal/State support programs and services, and lack of ``purchase of service'' status with health and rehabilitation agencies) are identified. Options for federal and federal-state support and funding are discussed, primary and secondary Federal and Federal-State programs are listed, and detailed program information is included from the Federal Assistance for Programs Service the Handicapped catalog. The report closes with information on funding and related resources. (CL)

ED 167 709 CE 018 330

Farris, Charlotte

Field-Based Inservice Course for Home Economics Teachers. Two Year Report: 1975 - 1977. State Univ. of New York, Ithaca. Coll. of Human Ecology at Cornell Univ.

Spons Agency-New York State Education Dept., Albany. Bureau of Home Economics Education.; New York State Education Dept. Albany, Grants Administration Unit.

Report No.-VE-TQ-F(8C)-628

Pub Date-78

Note-88p.

Pub Type- Reports - Descriptive (141) - Reports - Evaluative (142)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors-Audiovisual Aids, Autoinstructional Aids, Course Objectives, Credits, *Effective Teaching, Evaluation Methods, *Home Economics Teachers, *Inservice Programs, *Inservice Teacher Education, *Instructional Improvement, Instructional Materials, Literature Reviews, Needs Assessment, Postsecondary Education, *Program Development, Program Effectiveness, Program Improvement, Secondary School Teachers, State Curriculum Guides, Teacher Evaluation, Teaching Methods, *Teaching Skills

Identifiers-New York

During the 1975-76 and 1976-77 academic years, a project was undertaken to design, implement, and evaluate an inservice course for home economics teachers in the state of New York. Eighty-two junior high and senior high teachers participated, representing both rural and urban areas. The objectives of the course dealt with improvement of specified planning and classroom teaching competencies, which were identified in a literature survey to determine inservice needs of teachers. Individualized learning packages, including instruction in the use of recently published New York State Home Economics curriculum guidelines, were sent to the participants. The teachers used audio and/or video tapes to record their classroom teaching and returned the tapes to the course instructors for feedback and evaluation. The effectiveness of the course was evaluated in terms of its (1) meeting identified needs of teachers, (2) being evaluated in a positive manner by them, and (3) resulting in actual changes in their classroom teaching. Participants evaluated the course by keeping logs and writing summative assessments. Overall, their comments indicated that the course satisfied the inservice needs which it was designed to meet. Recommendations for future improvements included an increase from two credits to three (in view of the amount of work and time required), better quality tapes, and more efficient and speedy feedback from course instructors. (ELG)

ED 167 779 CE 020 179

ECCMC Illinois State Office of Education, Springfield. Div. of Adult Vocational and Technical Education.
Pub Date-78
Note-14p.
Pub Type- Reference Materials - Bibliographies (131)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Career Development, *Career Education, Curriculum Planning, Delivery Systems, *Disadvantaged Groups, Educational Needs, Elementary Secondary Education, *Handicapped Students, Mentally Handicapped, Minority Groups, Physically Handicapped, Postsecondary Education, *Special Education, Student Needs, Teaching Methods, *Vocational Education

This annotated special bibliography lists materials for community, student, and teacher needs assessment related to curriculum planning and revision. A few examples from the fifty-four entries follow: All About Me,'' It's About Time Visual Impairment Came Out into the Open,'' New Dimensions in Career Development for the Disadvantaged,'' Special Education: Needs, Costs, and Methods of Financing,'' To Serve Those Who Are Handicapped: Procedures and Format to Implement Model Career Education Program for the Handicapped,'' Classroom Activities for Helping Slower Learning Children,'' Twenty-Four Hour Deposit System,'' Your Right As a Tenant,'' A Guide to Establishing an Activity Center for Mentally Retarded Persons,'' Help Yourself to a Job, Part I, II, and III,'' Criteria and Approaches for Placement and Employment Development of Students with Special Needs,'' Guidelines for Establishing a Vocational Assessment System for the Special Needs Student,'' Annotated Bibliography of Prevocational-Vocational Materials for Students with Special Needs,'' and Leo Bauerman'' (a film). (CSS)

ED 167 833 CE 020 380

Mannebach, Alfred J.

Theories of Career Development and Occupational Choice: Self and Teaching/Counseling Implications.

Pub Date-11 Apr 79

Note-16p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, California, April 11, 1979); Not available in hard copy due to thin type in the original document

Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-*Career Choice, *Career Development, Career Education, Education Majors, *Evaluation, Graduate Students, Program Planning, Rating Scales, Self Actualization, Student Attitudes, *Theories, Vocational Counseling

A study was conducted to determine which of nine theories of career development and occupational choice were (1) ranked as most important in regard to the role each played in the subject's own career development and (2) were ranked as most important in regard to the usefulness of the theory in teaching and/or counseling students. Each of seventy-one students enrolled in a course (three separate classes) in career education were asked to rank nine prominent theories of career development/occupational choice in regard to the role each played in her/his own career development and in regard to the usefulness in teaching and/or counseling his/her students. Holland's Personality Theory of Vocational Choice was judged most important in the development of the participants' careers. Close behind was Super's Developmental Self-Concept Theory and Blau's Conceptual Framework of Occupational Choice. O'Hara's Learning Theory, Super's Developmental Self-Concept Theory, and Hoppock's Composit Theory had a mean rank of first through third respectively in regard to the usefulness of the theories for teaching and/or counseling students. In addition, a rank-order correlation was computed to determine the degree of relationship between the rankings of the theories in regard to self-development and usefulness in teaching and/or counseling. Correlations ranged from .79 to .98. The order that emerged is subject to further study. Other populations may rank the theories differently, depending on background and experience. (BM)

ED 167 852 CG 013 237

Walz, Garry R. And Others

Competency-Based Career Guidance Program Design: A 2-Day Training Workshop.

ERIC Clearinghouse on Counseling and Personnel Services, Ann Arbor, Mich.

Spons Agency-National Inst. of Education (DHEW), Washington, D.C.

Pub Date-78

Grant-400-78-0005

Note-192p.

Available from-ERIC/CAPS Clearinghouse, 2108 School of Education, The University of Michigan, Ann Arbor, MI., 48109, $11.00

Pub Type- Guides - Non-Classroom (055)

EDRS Price - MF01/PC08 Plus Postage.

Descriptors-*Career Education, Counselors, *Counselor Training, Decision Making, Evaluation Methods, Needs Assessment, *Occupational Guidance, *Performance Based Education, *Program Design, Workshops

Identifiers-Information Analysis Products

A two-day training program is described that may be used by individuals or in preservice or inservice experiences to teach participants the knowledge and skills required to design, develop, and evaluate competency-based career guidance programs in whatever their work setting may be. It is appropriate for all career guidance personnel, including counselors, counselor educators, career education specialists, vocational guidance personnel, and specialists in pupil personnel services. The workshop provides a step-by-step approach to developing competency-based career guidance programs from the beginning stage of determination of needs to the final stages of implementation and evaluation. The program is presented as a single, integrated training package that can be used by career guidance personnel through self-instruction, or as a pre-or inservice workshop of approximately two days in length. Instructions for the facilitator (either the team chairperson or the workshop coordinator) are provided in the facilitator's guide at the end of the participant materials. (Author)

ED 167 876 CG 013 272

Marvin, Michael D.
School Disruption: Counselors Can Make a Difference.
ERIC Clearinghouse on Counseling and Personnel Services, Ann Arbor, Mich.
Spons Agency-National Inst. of Education (DHEW), Washington, D.C.
Pub Date-79
Grant-400-78-0005
Note-47p.
Available from-ERIC/CAPS, 2108 School of Education, The University of Michigan, Ann Arbor, Mi 48109 ($5.00)
Pub Type- Reports - Descriptive (141)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-*Counselor Role, Counselors, Elementary Secondary Education, Environmental Influences, *Program Design, *School Security, *School Vandalism, *Student School Relationship, Violence
Identifiers-Information Analysis Products

Assisting committed counselors to improve the learning environments in their schools by reducing disruption is the aim of this monograph. After school disruption is defined as "anything that seriously disrupts the education of the students," four general types of programs are described: (1) security systems; (2) counseling services; (3) curriculum/instructional programs; and (4) organizational modifications. Specific examples of five programs used in a variety of settings, suggestions from counselors "on the firing line," an illustration of an action plan, and a list of references including professional associations and agencies, books, journals, and ERIC documents are also provided. (Author)

ED 167 948 CS 004 622

Smith, Christine C.

Reading for the Non-Titled'' Underachiever: A Holistic Approach.

Pub Date-Nov 78

Note-18p.; Paper presented at the Annual Meeting of the California Reading Association (12th, San Francisco, California, November 9-11, 1978)

Pub Type- Guides - Classroom - Teacher (052) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Communication Skills, Content Reading, *Directed Reading Activity, *Language Arts, Literature Appreciation, *Reading Instruction, Secondary Education, *Teaching Techniques, *Underachievers

Identifiers-*Holistic Approach

A holistic approach to teaching reading can assist the underachieving student. The holistic approach includes each of the communication arts in teaching strategies: listening, writing, reading, and oral language (speaking), each of which interacts with the content area. By using the student's own natural abilities to predict, confirm, comprehend, and self-correct in developing teaching strategies within the communication arts in the content area, the teacher can provide a holistic learning experience. (Two demonstration lessons are provided indicating specific steps for the teacher to take and what communication arts and natural abilities are to be utilized. One begins with graphics; the other includes a directed reading activity.) (TJ)

ED 168 127 EA 011 394

Part 5: Impact Aid. Hearings before the Subcommittee on Elementary, Secondary, and Vocational Education of the Committee on Education and Labor, House of Representatives, Ninety-Fifth Congress, First Session on H.R. 15 (June 21, 22, 23, 28, 29 and 30, 1977).

Congress of the U.S., Washington, D.C. House Committee on Education and Labor.
Pub Date-77
Note-1,082p.; Best copy available
Pub Type- Legal/Legislative/Regulatory Materials (090)
EDRS Price - MF08 Plus Postage. PC Not Available from EDRS.
Descriptors-American Indians, Computer Programs, Educational Finance, Elementary Secondary Education, *Equalization Aid, *Federal Aid, *Federal Legislation, *Federal Programs, *Federal State Relationship, Government Employees, Military Personnel, Property Taxes, School Accounting, School Systems
Identifiers-Congress 95th, *Impact Aid

This document contains testimony, prepared statements, letters, and supplemental materials submitted during six days of hearings held in June, 1977. Under consideration was a five-year extension of the Impact Aid program that compensates school districts for educating children who are in an area as a result of federal activities. Primarily, the program compensates for the loss in tax base of federal property. William L. Stormer, program director, reviewed the status of the Impact Aid program, especially as it was amended by the Education Amendments of 1974, and testified concerning the complexities of the law and the resulting major administrative problems. James D. Martin testified on the findings of an assessment by the General Accounting Office of the Impact Aid program. Subsequent testimony was from parents and officials from impacted area schools concerning their problems with suggestions for amendments to the law. Also discussed were disaster assistance provisions, and schools totally paid by the U.S. Office of Education under the Impact Aid laws but which are administered by other federal agencies, with special emphasis on problems existing at Fort Buchanan in Puerto Rico. Further testimony focused on the provision of the Impact Aid laws affecting children from federally assisted low rent housing units, handicapped children of military parents, and Indian children. (MLF)

Glanz, Jeffrey

From Bureaucracy to Professionalism: An Essay on the Democratization of School Supervision in the Early Twentieth Century.

Pub Date-Nov 78

Note-18p.; Paper presented at the Annual Meeting of the American Education Studies Association (Washington, D.C., November 1978)

Pub Type- Historical Materials (060) - Opinion Papers (120) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Administrative Organization, *Bureaucracy, Centralization, *Decentralization, *Decision Making, *Educational History, Elementary Secondary Education, Power Structure, Professional Personnel, *School Supervision

Identifiers-*Professional Autonomy

In the early twentieth century, supervisors began to move toward increasing professionalism in their positions. In the late nineteenth century, supervision was characterized by bureaucratic methods in a centralized school management system. Research reveals that after the turn of the century, there was a concerted effort by supervisors to deemphasize bureaucratic procedures and to increase emphasis on a more democratic and professional outlook, at least in theory. One reason for this change of emphasis was that supervisors realized the tenuous position they occupied in the hierarchical school organization. The ill-defined nature of supervision and the indefinite and obscure status of supervisors within schools contributed to the desire to find legitimacy for their work. Second, supervisors sought to professionalize as a result of mounting criticism by teachers and other educators against rating and other bureaucratic devices for measuring teacher efficiency. Third, supervisors sought to professionalize to distinguish their work from that of administrators. The supervisors' quest for professional status to combat bureaucratization assumed greater importance after 1920. An analysis of literature in this field indicates that while theory supported the democratization and professionalization of supervision, very little actual progress toward these goals was made. (Author/JM)

ED 168 190 EA 011 468

Using Surplus School Space for Community School Centers. Educational Facilities Labs., Inc., New York, N.Y.
Pub Date-79
Note-32p.; For related documents, see EA 011 464-469 ; Photographs and some small print may not reproduce clearly
Available from-Educational Facilities Laboratories, 850 Third Avenue, New York, New York 10022 ($1.50, quantity discounts; $6.00 for series of Nos. 1-6)
Pub Type- Guides - Non-Classroom (055)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-Administrative Organization, Board of Education Policy, Building Conversion, Case Studies, *Community Schools, Community Services, *Declining Enrollment, Elementary Secondary Education, Interagency Coordination, *Neighborhood Centers, *Planning, *School Closing, School Community Cooperation, *Shared Facilities, Shared Services, Social Services, Space Utilization, State Legislation

This booklet is the fifth in a series that examines community school centers. Because of the decline in school enrollments, many school districts must now cope with staff reductions, fiscal constraints, and an excess of unused space in school buildings. Although the school population is declining, the overall population in most communities is not. Rather, the population mix is changing and other kinds of services are needed. The needs to house new and expanded services and to find alternative uses for surplus space are complementary. This booklet explores the opportunities for reusing surplus school space as community service centers, and the issues and constraints in planning. (Author/MLF)

ED 167 727 CE 018 917

Beach, David P.

Affective Work Competencies, Phase II. Final Report.

Spons Agency-Missouri State Dept. of Education, Jefferson City. Research Coordinating Unit.

Pub Date-31 Jul 78

Note-13p.; For a related document see CE 018 918

Pub Type- Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Affective Objectives, *Affective Tests, Differences, Educational Objectives, Employee Attitudes, Employment Qualifications, Evaluation Methods, Individual Characteristics, *Job Skills, Laborers, *Occupational Clusters, Occupational Information, Research Needs, Secondary Education, Secondary School Students, Secondary School Teachers, Student Attitudes, Student Characteristics, Supervisors, *Test Construction, Test Interpretation, *Vocational Education

Identifiers-Missouri

Phase II of a two-part project, this study was conducted in Missouri to develop a quantitative competency matrix for each of the vocational and technical education service areas represented in Missouri. (A description of both phases of the project appears in CE 018 918.) After a literature search identified the affective work competencies desired by industry and education, an Affective Work Competency Inventory (AWCI) was developed to measure them. Since desired worker competencies vary among different occupations, it was necessary to design a quantitative competency matrix for the twenty-four distinct occupational clusters that exist in Missouri. (Each of these occupational clusters is a component in one of the six vocational service areas.) Nine thousand inventories were printed and administered to workers, supervisors, teachers, and students, representing the twenty-four clusters. Following an analysis of the Inventory's results, it was determined that AWCI scores did differentiate among the occupational clusters. Recommendations for effective use of this data include the following: (1) development of curriculum materials to instruct students in affective work competencies; (2) conduct of experimental programs to determine which teaching methods are effective and to what degree students retain the competencies they acquire; and (3) provision of teacher education programs and inservice workshops to acquaint vocational education teachers with effective methods for teaching the competencies to their students. (Attachments show the occupational matrix and the cluster-occupational index of competency magnitudes.) (ELG)

ED 167 744 CE 019 571

Harris, J. A. And Others
User's Guide for an Evaluation/Follow-Up System. Pickens Area Vocational-Technical School, Jasper, Ga.
Spons Agency-Appalachian Regional Commission, Washington, D.C.
Pub Date-Jul 78
Note-47p.; Questionnaire may not reproduce well due to small type and colored paper; For a related document, see CE 019 570 CE 019 570
Pub Type- Guides - Non-Classroom (055) - Tests/Questionnaires 160)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*Data Processing, Educational Needs, Employee Attitudes, *Field Interviews, Followup Studies, Graduate Surveys, Guidelines, Instructional Improvement, Job Skills, Occupational Information, *Participant Characteristics, Personnel Evaluation, *Program Evaluation, *Program Improvement, Questionnaires, Self Evaluation, Staff Improvement, Student Evaluation, Supervisors, Teacher Evaluation, Test Validity, Vocational Education, *Vocational Followup

This guide is designed to assist users in collecting evaluation/follow-up data primarily from supervisors of former vocational-technical school students. The guidelines, presented in five parts, provide a step-by-step checklist for implementing the system and acquiring measurable/reliable data applicable to individual or overall school programs. Questionnaire data is expected to provide a basis or means for program evaluation, program comparison, instructor's self-evaluation, instructional improvement, and staff improvement. Following the introduction, part 2 reviews the participant selection process and includes guidelines for student exit interviews, sampling of students placed in related and unrelated fields, and selection of former students placed in the field. Part 3 discusses conducting on-site activities which involve making appointments with former students and their supervisors, developing travel plans, conducting on-site interviews, and following up mail-in responses. In part 4 instructions are provided for checking questionnaire responses, coding the questionnaire for keypunching, processing the data, and updating student records. The concluding part of the guide examines various administrative, supervisory, and instructor uses of the questionnaire. Appendixes contain (1) the validated evaluation/follow-up questionnaire (student, instructor, former student, and supervisor forms), and (2) a sample visual chart for presentation. (This guide is designed to be used in conjunction with the technical report, CE 019 570.) (CSS)

ED 167 815 CE 020 293

A Guide to Educational Programs in Noncollegiate Organizations. 1977 Edition.

New York State Univ. System, Albany. Office on Noncollegiate Sponsored Instruction.
Spons Agency-Carnegie Corp. of New York, N.Y.
Pub Date-77
Note-245p.; For a related document see CE 019 572
Pub Type- Guides - Non-Classroom (055) - Reference Materials - Directories/Catalogs (132)
EDRS Price - MF01/PC10 Plus Postage.
Descriptors-Administrator Education, Aviation Technology, Botany, *Business, *Business Education, Computer Science Education, Counseling, *Credit Courses, Criminology, *Educational Programs, Electronics, Fine Arts, Home Economics Education, Human Services, *Industry, Labor Unions, Personnel Management, Professional Associations, Program Design, State Agencies, Trade and Industrial Education, Voluntary Agencies
Identifiers-*New York

This guide contains descriptions and credit recommendations for almost 800 credit courses in a wide variety of subject areas conducted by some 70 organizations in New York State. The organizations include business and industry, labor unions, professional and voluntary associations, government agencies, and other organizations whose primary function is not education. The guide is intended for use in the academic counseling of students. Information provided includes the history of the program; questions and answers for students, administrators, and faculty; and directions for using the guide. Following this, the listing of organizations is given, along with course descriptions. Each course description provides the following information: title, course number, location, length, dates, objective, instruction, and credit recommendation. Appendixes include courses evaluated by other program offices, a list of evaluators, program policies and procedures, and a course index. (CT)

AIRS: Andover's Individualized Reading System Mini Manual.
Andover Public Schools, Mass.
Spons Agency-Office of Education (DHEW), Washington, D.C.
Pub Date- 77
Note-33p.; For related document, see CS 004 700; Appendixes A and B-1 removed due to small type ; Best copy available
Pub Type- Reports - Descriptive (141)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-*Basic Skills, Elementary Education, *Individualized Reading, Instructional Materials, Literature Appreciation, Phonetics, Program Costs, Program Evaluation, Reading Comprehension, *Reading Programs, *Reading Skills, *Recreational Reading, *Skill Development, Validated Programs, Word Recognition
Identifiers-Andovers Individualized Reading System, National Diffusion Network Programs

This manual contains an overview of a diagnostic/prescriptive reading program designed to teach basic skills to children in grades one through six and to foster their enjoyment of literature. The elements of the program discussed include the following: individualized skills instruction in phonetic analysis, word recognition, comprehension, structural skills, and word meaning; individualized reading; and free reading. In addition, the manual provides information about the dissemination and adoption of the program, materials for use in training teachers to use the program, and the cost of program replication. A brief discussion of the results of the program is also included. Appendixes contain sample materials, including student profile cards and lesson plans. (FL)

ED 168 017 CS 204 700

Rosenblatt, S. Bernard And Others

Vocational Interests and Personality Awareness for Advertising Students: An Experiential Approach.

Pub Date-Aug 77

Note-25p.; Paper presented at the Annual Meeting of the Association for Education in Journalism (60th, Madison, Wisconsin, August 21-24, 1977)

Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Communication (Thought Transfer), Educational Research, Higher Education, *Individual Characteristics, Occupational Aspiration, *Personality Assessment, Program Design, Program Effectiveness, *Self Concept, Self Evaluation, *Student Characteristics, *Vocational Interests.

Identifiers-*Advertising

To enable advertising majors to better understand themselves in relation to their career aspirations, a two-part testing and evaluation program was developed. Data for the 39 college students who participated in the program were gathered using a computer analyzed interest inventory and a self-projective instrument. The self-projective instrument revealed that both men and women subjects perceived themselves as enterprising, artistic, and social; however, the interest inventory showed an opposite result, revealing a possible difference between self-perception and actuality. The work values that seemed important for the subjects were creativity, economic return, way of life, and achievement, with little variation between men and women. The least important values were esthetics and altruism. A series of pretests and posttests showed that the program had positive effects on self-perception and vocational choice. (Author/FL)

ED 168 040 CS 204 744

Workman, Brooke
In Search of Ernest Hemingway: A Model for Teaching a Literature Seminar.
National Council of Teachers of English, Urbana, Ill.
Pub Date-79
Note-116p.
Available from-National Council of Teachers of English, 1111 Kenyon Road, Urbana, Illinois 61801 (Stock No. 22892, $5.00 member, $6.00 non-member)
Pub Type- Books (010) - Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC05 Plus Postage.
Descriptors-American Literature, Course Content, Course Objectives, *Critical Reading, *English Instruction, *Literary Analysis, *Literature Appreciation, Secondary Education, Student Writing Models, *Teaching Techniques, *Writing Skills
Identifiers-*Hemingway (Ernest)

Intended for use every day for a semester, this secondary seminar handbook provides a schedule, lesson plans, materials for classroom distribution, and a bibliography for a course designed to teach critical reading and basic writing skills through an in-depth study of Ernest Hemingway. Because the course requires that students write seven position papers that combine biographical information about Hemingway with analyses of individual examples of his writing, the handbook outlines the procedures involved in writing each paper and offers models that can be used as examples for the students in writing their own papers. The handbook also describes the process for "Defense Day," an activity that is integral to the seminar, and suggests ways that the teaching methods might be adapted to other authors and their works. Among the items included in the appendixes are an outline of the life and times of Ernest Hemingway and seven anecdotes from Hemingway biographies. (MAI)

ED 168 085 CS 502 438

Uses and Effects of Television and Other Mass Media: Abstracts of Doctoral Dissertations Published in ``Dissertation Abstracts International,'' October through December 1978 (Vol. 39 Nos. 4 through 6).

ERIC Clearinghouse on Reading and Communication Skills, Urbana, Ill.
Pub Date-78
Note-14p.; May be marginally legible due to small print
Pub Type- Reference Materials - Bibliographies (131) - Collected Works - Serials (022)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Audiences, Changing Attitudes, Children, Childrens Television, Communication (Thought Transfer), Credibility, *Doctoral Theses, Elementary Secondary Education, Foreign Countries, Handicapped, Higher Education, Mass Instruction, *Mass Media, Merchandising, News Media, *Programing (Broadcast), *Television, *Television Commercials, *Television Research, Television Viewing

This collection of abstracts is part of a continuing series providing information on recent doctoral dissertations. The 16 titles deal with the following topics: children's reactions to television commercials and their associated products; an observational instructional analysis of ``Sesame Street''; the effects of feedback in televised lectures on attitude change, source credibility, and speaker performance; a redefinition of television criticism; the perceived utility of the content of over-the-counter drug commercials; broadcasting in Iran; messages concerning food, eating behaviors, and ideal body image on network television; network television's coverage of international affairs from 1972 to 1976; ``media Imperialism''; the influence of television on children's apprehension of stories; media reflections of the consumer movement; the use of broadcasting at the British Open University; audience influence on the programing of ``Sesame Street''; the narrative capabilities of prose and film; and information characteristics and sex-role portrayal in television commercials. (FL)

Mandel, Susan C.

Sourcebook of Exemplary Middle School/Junior High School Resource Room Programs. Project CEC.

Massachusetts Federation for Exceptional Children, Sudbury.; Massachusetts State Dept. of Education, Boston. Bureau of Special Education.
Spons Agency-Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.
Pub Date-Jun 78
Note-43p.
Available from-Project CEC, 98 Barton Drive, Sudbury, Massachusetts 01776
Pub Type- Reports - Descriptive (141) - Reports - Evaluative (142)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Demonstration Programs, *Handicapped Children, Junior High Schools, Middle Schools, *Models, *Resource Room Programs, State Programs
Identifiers-Massachusetts

The sourcebook provides descriptions of 16 exemplary middle school/junior high school resource room programs in Massachusetts. Programs in the following schools are covered: Walsh Middle School (Framingham), Wilson Junior High School (Natick), Oxford Middle School (Oxford), North Junior High School (Pittsfield), Sutton Middle School (Sutton), Joyce Junior High School (Woburn), William B. Rogers Middle School (Hyde Park), Joseph Brooks Junior High School (Lincoln), Nathaniel H. Wixon Middle School (South Dennis), Masconomet Regional Junior High School (Topsfield), Dedham Junior High School (Dedham), Dighton Junior High School (Dighton), Barnstable Middle School (Hyannis), Marblehead Junior High School (Marblehead), and Qualters Middle School (Mansfield). It is explained that programs were rated in the following areas: classroom environment, learning environment, educational plans, evaluation process, consultation, parent involvement, and additional programing. Included are lists of instructional materials compiled by staff from six programs. (SBH)

ED 167 762 CE 020 016

Small Business Management Education. Entrepreneurship Education for Adults-Program Development and Implementation. Final Report.

Minnesota Research Coordinating Unit for Vocational Education, Minneapolis.; Minnesota Univ., St. Paul. Dept. of Agricultural Education.
Spons Agency-Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C.
Pub Date-Jan 79
Grant-G007605299
Note-17p.; For related documents see CE 020 015-020
Pub Type- Reports - Descriptive (141)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Adult Vocational Education, *Business Education, Computer Assisted Instruction, *Curriculum Development, Demonstration Projects, Educational Legislation, *Information Dissemination, Inservice Teacher Education, Instructional Aids, Learning Modules, *Management Education, *Needs Assessment, Postsecondary Education, Preservice Education, *Program Development, Staff Improvement, Statewide Planning, Teaching Guides
Identifiers-Entrepreneurship, *Small Business Management

A project was organized around a series of activities to prepare materials or disseminations for small business management education programs. Activities were as follow: (1) prepare needs assessment procedures for determining the number and types of businesses to be served by a small business management education program; prepare model legislation; (2) develop course curriculum for postsecondary or adult students planning to go into business; (3) update and expand curriculum materials developed under a previous grant: an addendum to Volume III, Small Business Management; (4) prepare an instructor's manual for interpreting small business analysis; (5) conduct conferences for state vocational education personnel to familiarize them with adult programs in small business management; (6) conduct a workshop for local school agency personnel who will be responsible for program organization and operation; and (7) participate in group meetings associated with entrepreneurship. As a result of the project, various products were developed: a needs assessment package, model legislation, state plan materials, a conference program, a course of study for training small business teachers, fifteen "going into business" modules, curriculum addendum to Volume III, Volume II (Business Analysis), and an instructor's manual for interpreting the small business analysis. (CSS)

ED 167 797 CE 020 255

Halasz-Salster, Ida

Planning Comprehensive Career Guidance Programs: A Catalog of Alternatives.

Ohio State Univ., Columbus. National Center for Research in Vocational Education.
Spons Agency-Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C.; Illinois Univ., Urbana. Dept. of Vocational and Technical Education.
Pub Date-79
Contract-G007702142
Note-112p.
Pub Type- Guides - Non-Classroom (055) - Reports - Descriptive (141)
EDRS Price - MF01/PC05 Plus Postage.
Descriptors-*Career Development, Career Education, *Guidance Programs, Job Placement, *Models, Objectives, *Occupational Guidance, Occupational Information, *Program Development, *Program Planning, Resources, Systems Approach

This catalog contains information about planning, career guidance programs, and five selected planning models. General information about planning and educational change is discussed in the section on planning, along with specific guidelines for planners of career guidance programs. Two worksheets, ``Planning Considerations'' and ``Selection Guide,'' explain how to use the models or components for planning career guidance programs. The Career Guidance Programs section briefly describes current career guidance practices and foresees what the future holds for guidance programs. It describes components of career guidance necessary for comprehensive programs that meet the current and future needs of students. The model objectives, target users and settings, developer, sponsor, publication date and ordering information are included. Also included for each model is a description of the model's content, an abstract, history of development, field test and research data, bibliography, and necessary additional information. A section on integrating models is included, with a comparison of the models along a number of dimensions. Resources and references are also contained in this document. (CT)

ED 167 901 CG 013 305

Crystal, Ralph M.

A Survey of the Current Status and Program Evaluation Needs in the State-Federal Rehabilitation Program. Michigan Studies in Rehabilitation. Series 1, Monograph II.

Michigan Univ., Ann Arbor. Rehabilitation Research Institute.

Spons Agency-Rehabilitation Services Administration (DHEW), Washington, D.C.

Pub Date-78

Grant-15P-59021/5

Note-85p.

Pub Type- Reports - Evaluative (142)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors-Exceptional Child Services, Normalization (Handicapped), *Program Evaluation, Program Planning, *Rehabilitation Programs, *Social Agencies, *Vocational Rehabilitation

Identifiers-*Michigan

The purpose of this monograph, the second in a series, is to explore the current problems, needs and concerns in rehabilitation program evaluation in Michigan. The analysis of the program and financial plans submitted by each state rehabilitation agency focuses the discussion on the following topics: (1) articulation of agency goals and objectives through a continuous needs assessment; (2) development of linkages between state agencies and the Rehabilitation Services Administration to increase information dissemination and utilization; (3) presentation of evaluation information to decision-makers without undue delay; (4) recognition of the political context within which evaluation occurs; and (5) development of a comprehensive, competency-based client-outcome evaluation strategy. The contributions of each area provide a different perspective for the identification of state agency goals and objectives. (BN)

ED 167 926 CG 013 332

Brown, Barry S.
Clinical Applications of Evaluation Studies.
Pub Date- 77
Note-18p.; Paper presented at the Annual Convention of the American Psychological Association (86th, Toronto, Ontario, Canada, August 1978)
Pub Type- Information Analysis (070) - Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Clinics, *Counseling Effectiveness, *Drug Abuse, *Drug Therapy, *Evaluation Methods, Followup Studies, Patients (Persons), Program Evaluation, *Therapeutic Environment
Identifiers-*Methadone Maintenance Treatment

A series of followup investigations exploring the impact of methadone maintenance treatment, methadone detoxification treatment, therapeutic communities, and outpatient drug-free treatment for the drug abuser was conducted. Limitations of these modalities were revealed in the followup studies. Implications for treatment and policy include: (1) methadone detoxofication as a short-term program is a relatively ineffective treatment technique, but the longer a client remains in treatment, the more likely it is there will be a positive outcome; (2) procedures of intake should make the alternatives available to clients clear to them at time of entry; and (3) aggressive client followup which makes continuing care available to the client at time of exit from the program helps to ensure the client's successful integration into the community. (Author)

ED 167 996 CS 204 626

Krieghbaum, Hillier

Perspectives on Science Writing.

Pub Date-Aug 78

Note-12p.; Paper presented at the Annual Meeting of the Association for Education in Journalism (61st, Seattle, Washington, August 13-16, 1978); Not available in hard copy due to marginal legibility of original document; Best available copy

Pub Type- Speeches/Meeting Papers (150) - Historical Materials (060)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-Communication (Thought Transfer), *History, *Journalism, Mass Media, *Newspapers, Public Opinion, *Scientific Concepts, *Technical Writing

Identifiers-*Science Writing

Science journalism in the United States can be traced back to at least 1690 when a newspaper called ``Publick Occurrences'' included two paragraphs of medical writing in one issue. In 1752, the ``Pennsylvania Gazette'' carried an account by Benjamin Franklin of his ``electric kite'' experiment. Since then, inventions and scientific activities have received regular news coverage. There have been times, however, when science writing developed a bad reputation because it was used in sensational and not always honest ways to increase the circulation of newspapers. In spite of this, surveys have shown that public attitudes about the positive effects of science on the world have existed for at least a full generation. The social implications and the politics of science are becoming increasingly important as science journalism plays an essential role in providing background for vital public decisions. Approximately 5% of newspaper space is consistently allocated to items about science; however, except for some ``spectaculars,'' commercial television has contributed little to the continuing discourse between scientist and citizen. (TJ)

ED 168 063 CS 502 354

Metallinos, Nikos

Viewers' Perception of TV Images: Empirical Research and Television Aesthetics.

Pub Date-Apr 78

Note-23p.; Paper presented at the Annual Meeting of the Broadcast Education Association (Las Vegas, Nevada, April 7-9, 1978); Some figures may not reproduce well due to light small type

Pub Type- Speeches/Meeting Papers (150) - Information Analysis (070)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Cerebral Dominance, Communication (Thought Transfer), Concept Formation, Neurological Organization, Physical Characteristics, *Research Methodology, *Response Mode, Television, *Television Viewing, Theories, *Visual Perception, *Visual Stimuli

To relate scientific evidence with subjective interpretations relevant to the construction and appreciation of visual images, this paper reviews the literature pertinent to the processes involving the perception of visual images, the distinct functions of the left and right hemispheres of the human brain in recording and interpreting visual data, the physiological properties of television images, and the compositional factors that determine the effective structure of television images. The paper concludes that the construction of significant theories on television aesthetics, insofar as viewers' perception, interpretation, and response are concerned, should be based on empirical research that relates scientific findings (studies on visual perception, neurology, and physiology) with subjective interpretations (studies on visual communication and art composition). Such research, it contends, will bridge the gap between factual information and intuitive choices and will enhance the field of visual communication. (Author)

ED 168 108 CS 502 476

Schuetz, Jan

Lifelong Learning: A Proposal for Communication Instruction for the Elderly.

Pub Date-Feb 79

Note-28p.; Paper presented at the Annual Meeting of the Western Speech Communication Association (Los Angeles, California, February 18-21, 1979)

Pub Type- Reports - Descriptive (141) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-*Communication (Thought Transfer), *Continuous Learning, *Older Adults, Problem Solving, Self Concept, Teaching Techniques

A program for lifelong learning for the elderly is proposed in this paper. The paper advocates communication education for the elderly; specifies communication concepts related to the older learner, including self-concept, role adaptation, and problem solving; explains instructional methods appropriate to the communication concepts; and offers pedagogical advantages of this type of program for learners and instructors. (Author/FL)

EA

ED 168 149 EA 011 423

Dulac, Claude

Educational Finance (Primary-Secondary Levels) Bibliography.

Statistics Canada, Ottawa (Ontario). Education, Science, and Culture Div.

Pub Date-Nov 78

Note-141p.; For a related document, see ED 161 155

Language-English; French

Pub Type- Reference Materials - Bibliographies (131)

EDRS Price - MF01/PC06 Plus Postage.

Descriptors-*Bibliographies, *Educational Finance, Elementary Secondary Education, Foreign Countries, Private Schools, Public Education

Identifiers-Canada, France, Germany, Great Britain

This lengthy bibliography in English and French lists documents and journal articles concerning educational finance. Most items were published in Canada and the United States, and a few items include an ERIC accession number. The bibliography is not annotated and is a preliminary draft that may contain errors. (Author/LD)

ED 168 212 EA 011 503

Lynes, David Opdycke, Leonard E.
Notes on Trusteeship.
National Association of Independent Schools, Boston, Mass.
Pub Date-Feb 75
Note-23p.
Available from-National Association of Independent Schools, 4 Liberty Square, Boston, Massachusetts 02109 ($0.50)
Pub Type- Guides - Non-Classroom (055)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-Communication (Thought Transfer), Community Relations, Educational Finance, Elementary Secondary Education, Governing Boards, Human Relations, Parents, Principals, *Private Schools, Students, Teachers, *Trustees

According to this paper, in private schools where parents make up the corporation and board of trustees, both administrators and trustees face particular problems and considerations. The paper attempts to deal with those problems, with an emphasis on the development of cooperative working relations among students, teachers, administrators, trustees, parents, and community residents. The first section deals with the board and the trustee, offering advice on clear definitions of role structure, trustee function, and awareness about the school. The section on the trustee and parents deals with the tension between representation of parents and personal or professional beliefs, the necessity for the board to keep others informed, and parent activities. Section three discusses relations between the board and the head and the difference between their personal investments in the school. The section on the trustee and the faculty highlights hiring, firing, and communication. Relationships and communication with students are also highlighted. Final chapters deal with money, authority, and relationships with the community. (Author/JM)

ED 168 256   EC 113 946

Stinson, Michael
Use of Contextual Cues in Language Comprehension by Hearing-Impaired Persons.
Pub Date-Oct 78
Note-13p.; Paper presented at the Annual Convention of the Genesee Valley Psychological Association (5th, Rochester, New York, October 20, 1978)
Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150) - Reports - Evaluative (142)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Aurally Handicapped, Childhood, *Context Clues, Cues, *Exceptional Child Research, *Hard of Hearing

Use of contextual cues in language comprehension by hearing impaired persons is considered in two sections. The first section summarizes a study of how 21 hard of hearing children (7-12 years old) used contextual cues to identify words in sentences heard from a tape recorder. Results are explained to indicate that identification of words on the basis of auditory cues is often difficult for hearing impaired children. The second section presents a proposal for a study on the use of contextual cues in the comprehension of interpreted lectures. (Author/CL)

ED 168 281 EC 114 405

Nesbitt, John A., Comp. Seymour, Clifford T., Comp.
Special Recreation in Rural Areas. Institute Report Iowa Univ., Iowa City. Recreation Education Program.
Spons Agency-Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.
Pub Date-78
Grant-G007501219
Note-193p.; For related information, see ED 132 793-803; ED 143 176; ED 154 593; EC 114 401-409; Best copy available
Pub Type- Collected Works - General (020)
EDRS Price - MF01/PC08 Plus Postage.
Descriptors-*Community Programs, Handicapped, *Handicapped Children, Leisure Time, *Recreation, Recreational Programs, *Rural Areas

The fifth of nine volumes (EC 114 401-409) on recreation for the handicapped examines special recreation in rural areas. The following 11 papers are included: Recreational, Cultural and Leisure Services for the Handicapped in Rural Communities in Iowa'' (D. Szymanski); Recreation for Handicapped in Rural Communities'' (J. Nesbitt); Programming for the Handicapped'' (R. Lantz); A Review of Direct Federal Assistance for Local Programs for Leisure Opportunity for the Handicapped'' (R. MacNeil); Report on Second National Conference on Rural America'' (T. Hoffman); Travel Report on Informal Survey of the Status of Recreation for the Handicapped in Buchanan County'' (T. Hoffman); Recreation, Cultural, and Leisure Services for the Handicapped in Rural Communities'' (J. Nesbitt and C. Seymour); Handicapped Children, Outdoor Education and Recreation at Camp Singing Waters'' (G. Bruton); Programming for the Handicapped in Rural Populations in the State of Missouri'' (G. Hitzhusen); A Project to Develop a Checklist for County Cooperative Extension Service in Iowa of Possible Services in Recreation for Handicapped Based on a Survey of Selected Extension Service Personnel'' (T. Hoffman); and The Rural Cooperative Leisure Service Model'' (J. Root, C. Stensrud, G. Quiring). (CL)

ED 167 877 CG 013 273

Griffith, Albert R.
Justification for a Black Career Development.
Pub Date- 77
Note-13p.; Not available in hard copy due to marginal legibility
Pub Type- Opinion Papers (120)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-*Blacks, *Career Development, *Career Opportunities, Counselor Role, Elementary Secondary Education, *Minority Groups, Postsecondary Education, *Racial Discrimination, *Racial Factors, Social Attitudes

Studies of the Black experience and its effects on career development and psychosocial identity indicate that: (1) a differential career opportunity structure exists for all people; (2) for Blacks, the real and perceived opportunity structures are qualitatively and quantitatively different from those available to whites; and (3) it is the role of the counselor to encourage Black students to explore careers such as business management which have traditionally had little minority participation. (Author/HLM)

ED 167 949 CS 004 631

Lee, Annabelle Weinshank, Annette
Case Production and Analysis: CLIPIR Pilot Observational Study, 1976. Research Series No. 14.
Michigan State Univ., East Lansing. Inst. for Research on Teaching.
Spons Agency-National Inst. of Education (DHEW), Washington, D.C.
Pub Date-Jun 78
Contract-400-76-0073
Note-233p.
Available from-Institute for Research on Teaching, College of Education, Michigan State University, 252 Erickson Hall, East Lansing, Michigan 48824 ($2.00 without appendices, $5.75 with appendices)
Pub Type- Reports - Research (143) - Collected Works - Serials (022)
EDRS Price - MF01/PC10 Plus Postage.
Descriptors-*Case Studies, *Clinical Diagnosis, Elementary Secondary Education, *Reading Diagnosis, *Reading Difficulty, *Reading Research

The objectives of the Clinical Information Processes in Reading Project (CLIPIR) were to create simulated cases of reading difficulty, observe experienced reading diagnosticians as they interacted with those cases, and analyze the protocols of their proceedings. Cases were designed to represent commonly encountered reading difficulties. By observing clinicians diagnosing the cases, it was possible to identify how they gathered and interpreted the available information. After the protocols were analyzed, it was concluded that most clinicians base their diagnoses on a relatively small number of cues; that they entertain their first hypotheses very early in the session; and that despite variability in number of cues requested and amount of total elapsed time, clinicians ultimately identify correctly subjects' major difficulties. (Verbatim transcripts of observational and debriefing sessions are included.) (Author/TJ)

ED '68 191 EA 011 469

A Resource Book on Community School Centers. Educational Facilities Labs., Inc., New York, N.Y.

Pub Date-79

Note-27p.; For related documents, see EA 011 464-468 ; Photographs and some small print may not reproduce clearly

Available from-Educational Facilities Laboratories, 850 Third Avenue, New York, New York 10022 ($1.50, quantity discounts: $6.00 for series of Nos. 1-6)

Pub Type- Reference Materials - Bibliographies (131)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-*Annotated Bibliographies, *Community Schools, Declining Enrollment, *Directories, Elementary Secondary Education, *Information Sources, Interagency Cooperation, *Neighborhood Centers, *Resource Guides, School Community Cooperation, Shared Facilities, Space Utilization

This booklet is the sixth in a series that examines community school centers. This compendium of resources for planning community school centers contains information on published materials, organizations and associations, and a geographical listing of community school centers. The materials include recent literature on community school centers and interagency cooperation, enrollment decline and the reuse of surplus school space, and general background information. Most of the cited publications contain extensive bibliographies. Reference books, catalogues, federal laws, specific leases, and documents on governance are listed. The section on organizations lists national groups offering newsletters, technical assistance, and other services in planning community school centers. It includes resources for locating regional and state assistance agencies and organizations. The final section presents a selected, briefly annotated, list of community school centers throughout the country (and some in Canada). It includes centers in new buildings and centers operating in surplus space. In addition, it lists communities actively involved in districtwide interagency planning for shared facilities. (Author/MLF)

ED 167 710 CE 018 446

Overview and Student Activities for the Appalachia Educational Laboratory Model.

Appalachia Educational Lab., Charleston, W. Va.
Spons Agency-Illinois State Office of Education, Springfield. Div. of Adult Vocational and Technical Education.
Pub Date-78
Contract-RD1-A8-608
Note-99p.; For related documents see CE 018 447, CE 018 449, and CE 019 229-241
Pub Type- Reports - Descriptive (141)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-*Career Education, *Career Exploration, *Career Planning, Check Lists, Community Involvement, Decision Making, Demonstration Programs, *Experiential Learning, Guidance Services, *Learning Activities, Models, *Occupational Guidance, Occupational Information, Program Design, Records (Forms), Secondary Education, Staff Role
Identifiers-*Career Decision Making Program, Experience Based Career Education

This document contains an overview of the Appalachia Educational Laboratory (AEL) model for Experience-Based Career Education (EBCE). (Descriptions of two other EBCE models are included in ERIC documents CE 018 447 and CE 018 449.) Divided into thirteen sections, this document highlights some of the important features of the model and includes excerpts of student-oriented activities. Section 1 describes the AEL model by explaining the following elements: systems approach; guidance and accountability; community involvement; staff roles; group experiences; and adaptations of the model. Section 2 presents the AEL/EBCE curriculum structure. Sections 3-9 contain excerpts from the Student Program Guide which describe the following activities: determining career interests; relating school subjects and occupations through Worker Trait Groups; completing the work activity checklist and the work situation checklist; assessing aptitudes; using the experience site selection form; and selecting available experience site placement opportunities. Section 10 illustrates how to develop student activity sheets, and section 11 explains how to select learning objectives. The Student Career Guide used in the AEL/EBCE model is described in section 12. Finally, section 13 provides excerpts from student activities which relate values to work. (BM)

ED 167 780 CE 020 180

Webb, Earl S. And Others
Follow-up of Agricultural Education Graduates from Texas A&M University for the Years 1965-1971. Departmental Information Report No. 78-6.
Texas A and M Univ., College Station. Dept. of Agricultural Economics and Rural Sociology.
Spons Agency-Texas A and M Univ., College Station. Dept. of Agricultural Education.
Pub Date-78
Note-85p.
Pub Type- Reports - Research (143)
EDRS Price - MF01/PC04 Plus Postage.
Descriptors-*Agricultural Education, *College Graduates, Curriculum Evaluation, Curriculum Planning, Failure Factors, *Program Effectiveness, *Program Evaluation, Questionnaires, Success Factors
Identifiers-*Texas A & M University

A follow-up study of agricultural education graduates from Texas A & M University was conducted to determine the effectiveness of the curriculum in agricultural education at the University in the preparation of graduates for careers in agriculture and to determine the factors which might influence the choice of and success in either teaching or alternate careers. Data were obtained from 186 of the 280 questionnaires mailed to graduates for the years 1965 through 1971. Results of the study include the following: the factor that influenced graduates most to major in agricultural education was the desire to secure a broad knowledge of scientific agriculture; more course hours in horticulture were recommended; and the factor that had the greatest degree of influence on graduates to enter the teaching profession was the opportunity to work with youth (the greatest dislikes were the salary level and lack of advancement opportunities). It was concluded that former students were satisfied with their curricular experiences at Texas A & M University. Finally, based on the findings, the following recommendations were made: more courses in horticulture should be added to the curriculum in agricultural education; efforts should be increased to encourage students to take advantage of career counseling on the campus; and students who do not plan to teach should be directed into courses in journalism and business. (JH)

Veres, Helen C.

The Adult Learner: Perceptions of Information and Counseling Needs.

Pub Date-Apr 79
Note-23p.; Paper presented at the American Educational Research Association Conference (San Francisco, California, April 1979); Appendix A may not reproduce well due to small print
Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Adult Characteristics, Adult Education, *Adult Learning, *Adults, Basic Skills, Continuous Learning, *Counseling, Economically Disadvantaged, *Educational Interest, Educationally Disadvantaged, Employment Qualifications, *Information Needs, *Needs Assessment, Program Development, Program Planning, Questionnaires, Staff Improvement, State Surveys, Young Adults
Identifiers-*New York

A study was conducted to (1) identify continuing education needs and barriers to adult participation in New York State (excluding New York City); (2) collect information about adult education services and staff development priorities in programs sponsored by public schools, Boards of Cooperative Educational Services, and two-year state colleges; and (3) utilize obtained information in regional and state planning for program and staff development. A multiple choice questionnaire was developed to obtain information in six major areas: adult background, past participation, obstacles, and preferred participation conditions in continuing education activities, expressed learning interests, and potential for counseling services utilization. The interview sample included 20,486 adults, sixteen years or older and not full-time students. In general, findings indicated that those who saw themselves as needing information and likely to use counseling services included: persons viewing continuing education as a means of obtaining or advancing in the job, the young, the economically disadvantaged, and those who wished to acquire basic educational skills. Adults with lowest incomes and educational attainment were most likely to perceive lack of information as interfering with participation. The highly ranked barrier, tuition costs, indicates attention should be given to problems of financing continuing education. Also, additional efforts might be directed to further identify and discriminate among strategies to reach special adult target groups. (CSS)

ED 167 853 CG 013 240

Neumann, Karl F. And Others

Factor Analysis of Student Learning Styles.

Pub Date-Aug 78
Note-18p.; Page 6 is of marginal legibility; Paper presented at the Annual Convention of the American Psychological Association (Toronto, Ontario, Canada, August, 1978)
Pub Type- Speeches/Meeting Papers (150) - Reports - Research (143)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Behavior Patterns, Cognitive Style, Factor Analysis, Grade 8, Information Processing, *Learning Characteristics, *Learning Processes, Secondary Education, Secondary School Students, *Student Behavior, Student Teacher Relationship, *Teacher Attitudes, *Teacher Response
Identifiers-*Learning Style Checklist

The adequacy of Rosenberg's classification scheme, in which he divides children's learning characteristics into four styles, was investigated. Middle school students (N 377) were used as a sample, and their behavior was assessed by 30 teachers using the Learning Style Checklist. After intercorrelations of the 40 Checklist items were obtained, the resulting matrix was factor analyzed, and four factors emerged which corresponded to Rosenberg's four learning styles: Rigid-Inhibited, Undisciplined, Acceptance-Anxious, and Creative. Results indicated that teachers' perceptions of their students appear to group themselves in the manner suggested by Rosenberg's system. (Author/HLM)

ED 167 973 CS 004 700

AIRS: Andover's Individualized Reading System Sample Packet.
Andover Public Schools, Mass.
Spons Agency-Office of Education (DHEW), Washington, D.C.
Pub Date- 78
Note-101p.; For related document, see CS 004 699 ; Best copy available
Pub Type- Guides - Classroom - Teacher (052) - Guides - Classroom - Learner (051)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-*Basic Skills, Behavioral Objectives, Elementary Education, Grammar, *Individualized Reading, Phonetics, Program Costs, Reading Comprehension, *Reading Programs, *Reading Skills, Recreational Reading, Structural Analysis, Validated Programs, Word Recognition, Writing Skills
Identifiers-Andovers Individualized Reading System, National Diffusion Network Programs

This packet contains portions of each component of a reading program designed to teach basic skills to children in grades one through six and to foster their enjoyment of literature. Various sections of the packet contain behavioral objectives for the skill areas of phonetic analysis, structural analysis, word meaning, comprehension, and word recognition; sample pages of the integrated reading, writing, and spelling program; sample pages for the comprehension skills and structural skills programs; a language arts continuum chart; sample capitalization and punctuation lessons; sample pages from a student booklet on grammar and word usage; and a price list of the various components. (FL)

ED 168 018 CS 204 703

Epes, Mary And Others

Investigating Error in the Writing of Nontraditional College Students.

Pub Date-Dec 78

Note-11p.; Paper presented at the Annual Meeting of the Modern Language Association of America (93rd, New York City, December 27-30, 1978); Page 11 may be marginally legible due to print

Pub Type- Speeches/Meeting Papers (150) - Guides - Classroom - Teacher (052) - Reports - Descriptive (141)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Basic Skills, *Composition (Literary), *Error Analysis (Language), Grammar, Higher Education, Language Skills, Learning Activities, Nonstandard Dialects, *Nontraditional Students, *Teaching Techniques, *Writing Skills

Many students, especially nontraditional ones, are not ready for conventional instruction in composition because their problems with the medium overwhelm the content of their writing. There are two different needs for composition students: composing (content) and editing (correctness), which need to be taught in a two-step process. Composing can be taught in a traditional classroom setting, while editing can be developed in a self-teaching laboratory. Three assumptions underlie one program that uses this process: error is not trivial, error can be explained, and what can be explained can be taught. Some reasons error occurs include interference between nonstandard speech and the grammar of standard written English, ignorance of scribal conventions, and difficulties in mastering complex written syntax uncommon to spoken English and inflectional endings not reflected in some students' speech patterns. Error correction can best occur through practice in using standard grammatical forms. This can increase students' fluency and rhetorical development and improve their attitudes toward writing. (TJ)

ED 168 150 EA 011 424

Weiner, Debra S.

The Budget Development Process: A Case Study of the Philadelphia School District, 1977.

National Inst. of Education (DHEW), Washington, D.C.

Pub Date-30 Sep 78

Grant-NIE-P-77-0223

Note-116p.; Prepared for School Capacity for Problem Solving Small Grant Proposal #7-1012; Appendices B and D may be illegible

Pub Type- Reports - Descriptive (141) - Tests/Questionnaires 160)

EDRS Price - MF01/PC05 Plus Postage.

Descriptors-*Administrator Attitudes, *Budgeting, *Case Studies (Education), *Decision Making, Elementary Secondary Education, Literature Reviews, Program Descriptions, Questionnaires, *Resource Allocations, School Systems, Tables (Data)

Identifiers-*Philadelphia School District PA

This study analyzes the process used in developing the 1977-78 operating budget of the Philadelphia school district. The purpose of the study was to determine what changes are required to assure greater efficiency and effectiveness in resource allocations in the face of increasingly scarce funds available to urban public school systems. Using a questionnaire, the study quizzes administrators on how decisions are made regarding the allocation of available revenue. It concludes that the school district has great difficulty developing a budget that emphasizes education, satisfies the political powers, and is acceptable to employee unions. (Author/LD)

ED 168 170 EA 011 448

Riddle, Wayne And Others

Summary of the Education Amendments of 1978, Public Law 95-561. Report Number 79-13-EPW.

Library of Congress, Washington, D.C. Congressional Research Service.
Pub Date-17 Jan 79
Note-63p.
Pub Type- Legal/Legislative/Regulatory Materials (090)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-*Educational Legislation, *Elementary Secondary Education, *Federal Legislation
Identifiers-Education Amendments 1978, Elementary Secondary Education Act 1965

This report summarizes the provisions of the Education Amendments of 1978, Public Law 95-561. This legislation extends generally through fiscal year 1983 and amends the major federal programs of aid to elementary and secondary schools including those under the Elementary and Secondary Education Act, the Impact Aid acts, the Emergency School Aid Act, the Adult Education Act, the Indian Education Act, and related legislation. (Author/LD)

ED 167 878 CG 013 274

Brown, Richard A. Foxx, R. M.

The Use of Nicotine Fading and Self-Monitoring to Reduce Cigarette Smoking: A Non-Aversive Procedure.

Pub Date- 76

Note-5p.

Pub Type- Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Adolescents, Adults, *Behavioral Counseling, *Behavior Change, Comparative Analysis, *Counseling Effectiveness, Drug Addiction, Drug Therapy, Health Programs, *Self Control, *Self Help Programs, *Smoking, Special Health Problems

Several treatment approaches to cigarette smoking were investigated, including a nicotine fading procedure in which subjects changed their cigarette brand each week to one containing progressively less nicotine and tar; a self-monitoring procedure in which subjects plotted their daily intake of nicotine and tar; a combined nicotine fading/self-monitoring procedure; and a slightly modified American Cancer Society Stop Smoking Program. Smokers (N 40) were assigned to one of the treatment programs. Results at the six-month follow-up showed that the nicotine fading/self-monitoring treatment was the superior procedure on all dependent measures: abstinence rate (50%), daily nicotine intake (69% reduction from baseline), daily tar intake (71% reducation from baseline). While the combined treatment program produced success rates in the range of those obtained by the aversive rapid smoking procedure (the most successful procedure to date), the nonaversive combined program did not share some of the inherent limitations of the aversive procedure. Results suggest that the nicotine fading/self-monitoring approach may be a more reasonable treatment for persons with heart disease, emphysema and asthma, and may hold promise for the more general cigarette smoking population as well. (Author)

ED 168 041 CS 204 745

Russell, Patricia R.

Learning about Work A Study of Contemporary Fiction for Children.

Pub Date- 77
Note-18p.; Study prepared at Stephen F. Austin State University
Pub Type- Opinion Papers (120)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Career Awareness, Characterization, Childrens Books, *Childrens Literature, *Fiction, Literary Criticism, Primary Education, Work Attitudes

An analysis of 255 books written since 1970 for children in the primary grades reveals that two of every three books do not mention career concepts or provide information on work values. Those books that do refer to work do so in a way that subordinates the concept to the plot and character development, often showing the child that work is done by someone other than children. If the child character is under eight years old and has assigned tasks to perform, he/she is usually responsible for taking care of other family members or animals at home. These tasks take on added significance if the family survival is at stake. Care of larger or wild animals present special challenges and brings self-esteem for the worker and recognition of the worker's competence by others. Books for seven-and eight-year-old children show characters working beyond the family in projects that earn money or that benefit the community. Stories with adult protagonists usually deal with the larger concerns of community and country and present positive role models for the reader. Generally, books that show respect for hard work also criticize laziness, leaving jobs unfinished, and exploiting other people. (A six-page bibliography of children's books with work themes is appended.) (MAI)

ED 168 109 EA 011 370

Smith, Duane W.
School Finance in a Federal City: Los Alamos as a Case Study.
Pub Date-Mar 78
Note-16p.; Paper presented at the Meeting of the American Education Finance Association (Denver, Colorado, March 1978)
Pub Type- Reports - Descriptive (141) - Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Budgets, Case Studies, Court Litigation, *Educational Finance, Equalization Aid, Federal Aid, *Federal Programs, Finance Reform, Financial Problems, State Aid
Identifiers-*Atomic Energy Commission Community Act, *New Mexico (Los Alamos), State Aid Formulas

The Los Alamos schools obtain support from a combination of local, state, and Department of Energy funds mandated by the Atomic Energy Commission Community Act. Each year the Los Alamos schools prepare three budgets, and during any week the schools may work directly with all three levels of government concerning funding. In 1974 the state of New Mexico legislated an equalizing method of funding that resulted in Los Alamos receiving considerably less than before. The Los Alamos schools in response sued the state for allegedly violating the supremacy clause by cancelling the effects of the Atomic Energy Commission Community Act. The circuit court decision ruled in favor of the state. Los Alamos anticipates continued payments from the Department of Energy, and an attempt will be made to circumvent the adverse effects of the current state aid formula. Clearly, school finance problems are increasing in complexity. In addition, equalization programs should be amended to stop rewarding schools that exhibit lower quality work and poor performance. Rather, schools doing a good job should be rewarded. Finally, it is the community rather than the state or federal government that can provide a strong education plan for youth. Questions and answers concerning the topic are included. (Author/JM)

ED 168 128 EA 011 400

Merit Pay Programs. The Best of ERIC, Number 44.
Oregon Univ., Eugene. ERIC Clearinghouse on Educational Management.
Spons Agency-National Inst. of Education (DHEW), Washington, D.C.
Pub Date-Mar 79
Contract-400-78-0007
Note-5p.
Available from-ERIC Clearinghouse on Educational Management, University of Oregon, Eugene, Oregon 97403 (free)
Pub Type- Reference Materials - Bibliographies (131) - Information Analysis (070)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Administrative Personnel, Annotated Bibliographies, Elementary Secondary Education, *Merit Pay, Merit Rating Programs, Program Descriptions, Teacher Salaries
Identifiers-Information Analysis Products

The 13 documents and journal articles annotated in this document discuss and describe merit pay programs for teachers and for administrators. (IRT)

ED 168 257 EC 113 947

Nadal, Robert M.

Differential Diagnosis of Children with Suspected Handicapping Conditions: Social Work Assessment.

Pub Date-Oct 78
Note-11p.; Paper presented at the Annual Convention of the Genesee Valley Psychological Association (5th, Rochester, New York, October 20, 1978) ; Best copy available
Pub Type- Guides - Non-Classroom (055) - Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Clinical Diagnosis, *Handicapped Children, *Identification, *Social Workers, *Student Evaluation

The author describes a model which social workers can use in gathering data for diagnosing suspected handicapping conditions. Steps in social work assessment are reviewed, including analysis of current functioning, past functioning, and the effects of the operational system. (CL)

Beach, David P. And Others
Necessary Work Values, Habits, and Attitudes: A Final Report.

Spons Agency-Missouri State Dept. of Education, Jefferson City. Research Coordinating Unit.
Pub Date-78
Note-27p.; For a related document see CE 018 917
Pub Type- Reports - Research (143)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*Affective Objectives, Affective Tests, *Differences, Educational Objectives, Employee Attitudes, Employer Employee Relationship, Employment Qualifications, Evaluation Methods, Individual Characteristics, *Job Skills, Laborers, Literature Reviews, *Occupational Clusters, Occupational Information, Research Needs, Secondary Education, Secondary School Students, Secondary School Teachers, Student Attitudes, Student Characteristics, Supervisors, Teacher Education, Test Construction, Test Interpretation, Values, *Vocational Education
Identifiers-Missouri

A two-phase study was conducted to determine the habits, attitudes, and values that industry and education consider desirable and important for workers. In phase I a computer search revealed sixty-three such affective work competencies which were then categorized into fifteen clusters. To objectively quantify each of the clusters, an evaluation instrument named the Affective Work Competencies Inventory (AWCI) was developed, which measured the behavior or performances of students and workers for each cluster. In phase II (which is described in greater detail in CE 018 917) an occupational matrix was developed to properly use the Inventory in relation to different vocational and technical occupations. Nine thousand inventories were printed and administered to students, workers, teachers, and supervisors in Missouri. It was found that mean composite AWCI scores for (1) vocational students were greater than for academic students; (2) workers were greater than for vocational students; (3) occupational areas significantly differed; (4) female workers were significantly higher than for male workers; and (5) teachers, supervisors, and workers differed. Recommendations for effective use of this data include the development of curriculum materials to instruct students in affective work competencies, and the conduct of experimental programs to determine which teaching methods are effective and to what degree students retain the competencies they acquire. (The appendix contains a sample AWCI form.) (ELG)

ED 167 745 CE 019 572

Aiken, Carol, Ed.

A Guide to Educational Programs in Noncollegiate Organizations. 1978 Supplement.

New York State Education Dept., Albany. Cultural Education Center.
Pub Date-Oct 78
Note-182p.; For related documents see ED 100 245 and ED 122 147
Pub Type- Reports - Descriptive (141) - Guides - Non-Classroom (055)
EDRS Price - MF01/PC08 Plus Postage.
Descriptors-Adult Education, *College Credits, *Course Content, *Course Evaluation, Educational Alternatives, Educational Objectives, *Educational Programs, Educational Resources, Industry, Institutions, *Organizations (Groups), Postsecondary Education, Resource Guides, School Industry Relationship
Identifiers-Comprehensive Employment Training Act

Intended to be used in conjunction with the 1977 edition, this 1978 supplement contains descriptions and college credit recommendations for approximately 320 courses offered on the postsecondary level by thirty-eight noncollegiate organizations. An introductory section provides (1) background on the Program on Noncollegiate Sponsored Instruction, and its 1976 follow-up study to assess its impact in New York state, (2) a description of the review process, (3) question-and-answer sections for students and college administrators and faculty, and (4) directions for using the supplement. Section I describes and evaluates courses which have been reviewed since the publication of the 1977 Guide. Introductory paragraphs are generally limited to organizations whose courses have not been previously included. Section II focuses on courses conducted by organizations under the Comprehensive Employment and Training Act (CETA). Section III contains modifications of previously evaluated courses which resulted from the Program's regular re-review process. All material about the modified course is printed here so that it is not necessary to consult the 1977 Guide. Each course description in the three sections consists of the following information: location, length, dates, objective, instruction, and credit recommendation. A course index is also included, arranged by organization name. (ELG)

Hilton, Thomas L. And Others
Confronting the Future: A Conceptual Framework for Secondary School Career Guidance.
Educational Testing Service, Princeton, N.J.
Spons Agency-College Entrance Examination Board, New York, N.Y.
Pub Date-79
Note-158p.
Available from-College Board Publication Orders, Box 2815, Princeton, New Jersey 08541 ($9.50)
Pub Type- Reports - Descriptive (141)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-*Career Planning, Decision Making Skills, Financial Needs, *Guidance, *Guidance Counseling, *Guidance Programs, Job Placement, *Models, Occupational Information, Participant Characteristics, *Program Development, Research, Secondary Education, Self Evaluation

This book focuses on career guidance functions at the secondary school level. In chapter 1, some basic assumptions about career guidance as one aspect of guidance counseling are presented. Chapter 2 discusses the components of a student guidance system: assessment of the student's personal characteristics and the status of the student's career planning, selection of relevant courses, student review of courses, occupational sampling, self-monitoring of progress, guidance procedures, access to information, development of decision-making skills, financial planning, job placement, and post-high school follow-up. A conceptual model of the student development process during high school is described in chapter 3. The importance of the school and its staff in career guidance, in both a traditional and a proposed school system, is the focus of chapter 4. Some impressions, problems, and ideas for implementation are presented in chapter 5. Chapter 6 discusses national priorities for research and development involving the required research studies, component development, and some recommendations about research and product priorities. Finally, chapter 7 contains the summary and conclusion followed by a bibliography and index. (CT)

ED 167 816 CE 020 315

Designing Programs and Looking Ahead: Some Recommendations. Cultural Organizations in Career Education.

Cultural Education Collaborative, Boston, Mass.
Spons Agency-Office of Career Education (DHEW/OE), Washington, D.C.
Pub Date- 77
Grant-554AH70507
Note-14p.; For a related document see CE 020 314
Pub Type- Reports - Descriptive (141)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Administrative Personnel, Administrator Education, *Career Education, Educational Resources, Elementary Secondary Education, Museums, Occupational Information, *Professional Training, Program Coordination, *Program Design, Program Planning, Theater Arts
Identifiers-Massachusetts (Boston), Massachusetts (Springfield)

This booklet describes some things learned by education directors from fifteen museums and performing arts organizations in Boston and Springfield, Massachusetts, as they participated in a training project to help them design pilot career education programs, in conjunction with a partner school, for K-12 students, using the resources of their institutions. The content first covers the people profiles done at each participating institution to identify the jobs and careers that exist within or related to the institution. The remaining content focuses on designing the pilot career education programs and includes information on planning and coordinating the programs; also provided are some recommendations drawn from the experiences of the project participants. (EM)

ED 167 902 CG 013 306

McDonald, Phyllis P.

Law Enforcement Education in the Middle Grades: Police Student Relations.

National Association of School Counselors, Washington, D.C.; National Education Association, Washington, D.C.

Pub Date-78

Note-91p.; Some pages may be marginally legible due to small print

Pub Type- Reports - Descriptive (141) - Guides - Classroom - Teacher (052)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-*Community Problems, Decision Making, *Delinquency Prevention, Junior High School Students, *Law Enforcement, Police, *Police School Relationship, Secondary Education

This booklet describes the Police/Student Relations (PSR) project, which is a new approach to delinquency prevention. The method which is outlined used parts of familiar program plans, but takes advantage of natural abilities and characteristics which allow children to continue functioning in a healthy way, changing their attitudes before they become involved in the juvenile justice system. After describing the program, the booklet devotes a whole chapter to explaining why this project is effective where so many others have failed. Research results of the PSR are reported, and instructions are given for ways to start such a program in a new neighborhood. Finally, a list of problems the teacher might do well to anticipate is presented. Samples and excerpts from the PSR instructional materials are included in the appendix. (Author/BP)

Das, Ajit

The Counseling Needs of Foreign Students.

Pub Date- 76
Note-9p.; Not available in hard copy due to marginal legibility
Pub Type- Reports - Research (143)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-College Students, *Cultural Differences, *Cultural Factors, *Foreign Students, Higher Education, Self Evaluation, *Student College Relationship, *Student Needs, Student Personnel Services, *Student Problems

The kinds of assistance needed by foreign college students in dealing with problems encountered during their college sojourn, as well as resources used in resolving those problems, were examined. Male (N 27) and female (N 17) students were interviewed during the spring quarter of 1977 on the University of Minnesota, Duluth, campus. Results indicated that: (1) personal and social needs are not being met adequately; (2) social isolation beteen American and foreign students is great; and (3) concern about grades, English, and program completion is high. (HLM)

ED 167 997 CS 204 627

Arnspiger, Robert H. And Others

Reading and Writing in Junior High School Unified Studies (English-Social Studies).

Pub Date-Mar 78

Note-40p.; Paper presented at the Annual Meeting of the Association for Supervision and Curriculum Development (33rd, Washington, D.C., March 4-8, 1978) ; Some small print may be marginally legible

Pub Type- Reports - Descriptive (141) - Guides - Classroom - Learner (051) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-*Cloze Procedure, Educational Programs, *English Instruction, Junior High Schools, *Language Arts, Literacy, Reading Instruction, *Social Studies, *Unified Studies Programs, Writing Skills

To enable junior high school students to relate the processes of reading, writing, and thinking through deliberate instruction and extensive classroom practice, a skills extension project was devised to develop original materials linked to the content areas of English and social studies. Another phase of the project provided for inservice training sessions for the teachers of those students involved in the project. Among the lesson materials used in the project were the district essay model which provided students with a set of preestablished criteria on which their writing would be evaluated, the cloze/maze model where students were required to fill in missing words in a selected textbook passage, and the paragraph building model where students were asked to write paragraphs about specific topics. (Appendixes include a copy of the district essay project and examples of cloze/maze reading passages.) (MAI)

Brown, Kenneth L.

A Developmental Perspective for Functional Communication: Implications for Lifelong Learning.

Pub Date-Nov 78

Note-18p.; Paper presented at the Annual Meeting of the Speech Communication Association (64th, Minneapolis, Minnesota, November 2-5, 1978)

Pub Type- Speeches/Meeting Papers (150) - Opinion Papers (120)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Adult Learning, Child Development, Communication (Thought Transfer), *Communication Skills, *Continuous Learning, *Developmental Stages, Elementary Secondary Education, Environmental Influences, *Interpersonal Competence, Language Development, Parent Education, Postsecondary Education, *Speech Communication

The Speech Communication Association's National Project on Speech Communication Competencies yielded a developmental perspective of functional communication, from which implications for lifelong learning can be derived. The project resulted in the following contributions: a definition of communication competence; a description of the child as a unique kind of communicator; an understanding of the central thread of communication development and of the complexity of that development; the recognition of variables, other than age, that are related to development; and a focus on the classroom as a communication context. The goal of lifelong learning programs is to enhance and expand learning opportunities for all social groups and ages, especially workers, urban youth, women, and older adults. With regard to lifelong learning, the developmental perspective for functional communication implies a need to examine how communication competence changes beyond adolescence, a need to examine the communication dimensions of multiple educational contexts, a need to examine the communicative demands of different roles that interact with the student role, and a need to prepare parenting programs that will enhance children's development of communication competence. (GT)

ED 168 086 CS 502 439

Sitney, P. Adams, Ed.

The Avant-Garde Film: A Reader of Theory and Criticism. Anthology Film Archives Series: 3.

Pub Date-78

Note-289p.

Available from-New York University Press, Washington Square, New York, New York 10003 ($24.50 cloth, $12.50 paper)

Pub Type- Books (010) - Collected Works - General (020) - Opinion Papers (120)

Document Not Available from EDRS.

Descriptors-*Auteurism, *Film Criticism, *Film Production, *Films, *Film Study, Production Techniques, Theories

This anthology is both a history of the avant-garde film genre and a compendium of theories of cinema articulated by major filmmakers. The 33 selections include several previously unpublished theoretical and critical articles and many articles that were especially translated into English for this collection. Other selections were drawn from interviews and from lectures contained in the Anthology Film Archives. Previously published essays that are currently not available in print elsewhere and are often requested by students of film are also included. Among the authors/filmmakers represented in this collection are Dziga Vertov, Sergei Eisenstein, Germaine Dulac, Maya Deren, Antonin Artaud, Peter Kubelka, Jonas Mekas, and Hollis Frampton. (FL)

ED 168 171 EA 011 449

An Evaluation of Complaints About the Operation of the District's Centralized System for the Ordering and Processing of Library and Textbooks.

Eugene School District 4J, Oreg.
Pub Date-May 76
Note-43p.; Tables 1-5 may not reproduce clearly due to small print
Pub Type- Reports - Evaluative (142)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Educational Research, Elementary Secondary Education, *Instructional Materials Centers, Interviews, *Library Technical Processes, *Negative Attitudes, Questionnaires, School Libraries, School Personnel, Statistical Data, Tables (Data), Teachers, Textbooks, *User Satisfaction (Information)
Identifiers-*Eugene Public Schools OR

Due to increased dissatisfaction with Media Services, the evaluation department of Eugene School District 4J was asked to look into the centralized ordering and processing of library materials and textbooks. Areas of complaint included time lags in receiving books, loss of control of ordering and processing at the school level, and processing errors. Data were collected in 43 interviews, questionnaires were sent to all district schools, and a random sample search was made of 36,000 media service orders. A number of findings emerged, including the findings that unacceptably long time lags exist in ordering and processing; school personnel have lost control over ordering and processing, but this is inevitable in a centralized system; and Media Services has acknowledged processing errors and is trying to correct them. Included in the report is a brief history of the district's centralized processing system, the methodology used to review the complaints, five tables showing actual time lags involved in the major steps of ordering and processing broken down by type of book and type of school, and a discussion of the complaints. The report concludes with recommendations for the establishment of an advisory committee and a review of Media Services' staffing. (Author/LD)

ED 168 213 EA 011 504

Survey of Public Interest and Other Innovative Programs.

National Association of Independent Schools, Boston, Mass. Commission on Educational Issues.

Pub Date-77

Note-84p.; Best copy available

Available from-National Association of Independent Schools, Four Liberty Square, Boston, Massachusetts 02109 ($2.00)

Pub Type- Reference Materials - Directories/Catalogs (132) - Reports - Descriptive (141)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-Bilingual Students, Community Organizations, Community Service Programs, Disadvantaged Groups, *Educational Innovation, Elementary Secondary Education, Exceptional Child Education, Instructional Innovation, *Private Schools, Program Development, *School Community Programs, *Special Programs, Surveys

Material for this directory was gathered from two questionnaires distributed to independent elementary and secondary schools affiliated with the National Association of Independent Schools. More than 250 schools responded. Four areas of inquiry were covered. The first concerned new organizational structures instituted in schools. Special emphasis was placed on the ways schools have made an effort to build a capacity for research and development to test new educational ideas. The second area of inquiry concerned programs that serve new student constituencies such as the disadvantaged or non-English speaking. The third area was new curricula instituted such as parenting, ecology, or child development courses. Finally, the questionnaire concerned public interest programs. These were programs implemented in cooperation with some public agency or programs that filled a community need. The publication is both an overview of innovative programs at independent schools and a directory of specific ideas. An index of responding schools, including full addresses and cross-references to programs, is also included. (Author/JM)

ED 168 234 EC 113 781

Massey, Sara, Ed. Henderson, Robert, Ed.
The Range of Variability: Inservice Design in Special Education.
New England Teacher Corps Network, N.H.
Spons Agency-Office of Education (DHEW), Washington, D.C. Teacher Corps.
Pub Date-77
Note-129p.
Available from-New England Teacher Corps Network, P.O. Box 1065, Portsmouth, New Hampshire 03801 (Free)
Pub Type- Guides - Non-Classroom (055) - Speeches/Meeting Papers (150)
EDRS Price - MF01/PC06 Plus Postage.
Descriptors-Conceptual Schemes, *Handicapped Children, *Inservice Teacher Education, *Mainstreaming Models, Paraprofessional Personnel, Reading Difficulty, School Personnel, Student Placement
Identifiers-*New England Teacher Corps Network

The book contains 11 essays presented at a New England Teacher Corps Network institute series on the inservice training of regular classroom teachers and paraprofessionals in the education of handicapped children. Titles and authors include Ending the Isolation of the Handicapped'' (W. Smith), Perspectives for Staff Development A Collaborative Design'' (P. Mann, R. McClung), An Inservice Seminar on Mainstreaming Using Network Support at a Local Level'' (V. Trumbull, W. Brown), The Application of Special Educational Perspectives and Approaches in Regular Secondary Classrooms'' (M. Nahmias, A. Allnutt), The Mini Course An Alternative Approach to Inservice Education'' (R. Glass, et al), A Non-Special Education Child Study Team A Job-Embedded Inservice Training Project'' (W. Harris), Orientation to Exceptional Children Through Placement Committee Activities'' (P. Sherlock, L. Dolan), New Skills for Teachers An Inservice Counseling Skills Model'' (W. Mehnert), Teaching Children With Special Reading Needs'' (A. Dyer), Is Inservice the Answer?'' (S. Massey), and Conclusion Network Learnings in Staff Development'' (R. Henderson). (DLS)

ED 168 282 EC 114 406

Nesbitt, John A., Comp. And Others

Newsletters of the National Institute. Institute Report Iowa Univ., Iowa City. Recreation Education Program.

Spons Agency-Bureau of Education for the Handicapped (DHEW/OE) Washington, D.C.

Pub Date-78

Grant-G007501219

Note-211p.; For related information, see ED 132 793-803; ED 143 176; ED 154 593; EC 114 401-409; Best copy available

Pub Type- Collected Works - Serials (022)

EDRS Price - MF01/PC09 Plus Postage.

Descriptors-*Community Programs, Handicapped, *Handicapped Children, *Recreation

The sixth of nine volumes (EC 114 401-409) contains nine newsletters and sample information materials from the National Institute on New Models for Community Recreation and Leisure Programs for Handicapped Children and Youth. Newsletters focus on regional meetings and issues such as the recreation implications of P.L. 94-142, the Education for All Handicapped Children Act. Among additional information included in the report are sample press releases, meeting announcements, and materials request forms. (CL)

ED 167 854 CG 013 249

Slawski, Carl

Signs of Love: Toward a Sociology of Deep Interpersonal Relationships.

Pub Date- 73
Note-41p.; Paper presented at the Annual Meeting of the American Sociological Association (New Orleans, Louisiana, August 30, 1972); Not available in hard copy due to marginal legibility
Pub Type- Speeches/Meeting Papers (150) - Information Analysis (070)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-*Affective Behavior, Emotional Response, *Empathy, *Friendship, *Interpersonal Relationship, Marriage Counseling, Moral Issues, *Self Actualization, Sex Role, *Social Behavior, Social Characteristics
Identifiers-*Love

A theoretical outline for an ideal or constructed type for the concept of ``love'' is presented. According to the definition presented, there are five basic elements or indicators which are sufficient conditions for the existence of love in its broadest sense: empathy, desire for the presence of the other, sharing, sacrifice and joy. Under sharing, which is the central element in two-way love, there are three stages of development, namely, sharing of social traits, sharing of complementary vital interests, and sharing in terms of the meshing of social personality needs. It is stated that these basic ideas should help individuals to study the phenomenon, to begin to operationalize the cluster of five elements, to notice the indications, and thus to recognize the existence of and even to cultivate genuine love in themselves, in others, and in the members of the community and society. (Author)

ED 167 950 CS 004 637

Estes, W. K., Ed.

Handbook of Learning and Cognitive Processes. Volume 6: Linguistic Functions in Cognitive Theory.

Pub Date-27 Oct 78

Note-292p.

Available from-John Wiley & Sons, Inc., One Wiley Drive, Somerset, New Jersey 08873 ($18.00 cloth)

Pub Type- Collected Works - General (020) - Information Analysis (070) ()

Document Not Available from EDRS.

Descriptors-*Cognitive Processes, Comprehension Development, *Language Research, *Learning Theories, Linguistic Competence, *Linguistics, *Memory, *Psycholinguistics, Reading, Semantics, Speech Communication

This book concludes a six-volume review of research and theory on learning and cognition. Its six chapters cover the following topics: theories of semantic memory, comprehension and memory of text, coding processes in memory, perceptual learning from reading, speech perception, and the organization and core concepts of learning theory and cognitive psychology. The book also contains author and subject indexes. (FL)

ED 168 129 EA 011 401

Glass, Gene V. Smith, Mary Lee
Meta-Analysis of Research on the Relationship of Class-Size and Achievement. The Class Size and Instruction Project.
Far West Lab. for Educational Research and Development, San Francisco, Calif.
Spons Agency-National Inst. of Education (DHEW), Washington, D.C.
Pub Date-Sep 78
Contract-C8088
Note-81p.; Appendix may not reproduce clearly
Available from-Far West Laboratory for Educational Research and Development, 1855 Folsom Street, San Francisco, California 94103 ($5.50; prepaid orders only)
Pub Type- Reports - Research (143)
EDRS Price - MF01/PC04 Plus Postage.
Descriptors-*Academic Achievement, Achievement Rating, Charts, *Class Size, *Comparative Analysis, Educational Research, Elementar Secondary Education, Literature Reviews, *Statistical Analysis, Statistical Data, Statistical Studies, Tables (Data)

The first in a series of reports by the Far West Laboratory for Educational Research and Development, this report demonstrates the positive relationship between reduced class size and pupil achievement. The researchers collected about 80 studies that yielded over 700 comparisons of the achievement of smaller and larger classes. The results showed that as class size increases, achievement decreases. For example, the difference in being taught in a class of 20 versus a class of 40 shows an advantage of 6 percentile ranks. The relationship between class size and achievement is slightly stronger at the secondary level, but it does not differ appreciably across different school subjects, levels of pupil IQ, or several other demographic features of classrooms. The report suggests that schools cannot afford the consequences of maintaining large classes all the time and must find ways to finance smaller classes for some pupils or for all pupils for part of the school day. (Author/LD)

ED 168 192 EA 011 470

Drake, Jackson M.

Landmark Court Cases Affecting School Governance. Volume II. Resource Guide.

Arizona State Univ., Tempe. Bureau of Educational Research and Services.

Pub Date-Feb 79

Note-68p.; Prepared for Arizona educators through Arizona Educational Information System

Pub Type- Legal/Legislative/Regulatory Materials (090)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors-Bilingual Education, Civil Liberties, Corporal Punishment, *Court Cases, Educational Accountability, Educational Administration, Elementary Secondary Education, Equal Education, Reverse Discrimination, *School Law, School Segregation, Student Rights, *Supreme Court Litigation, Teachers

During the late sixties and early seventies, school-related court decisions increased. The purpose of this publication is to present significant information for school board members and other interested people concerning selected landmark decisions in which the United States Supreme Court has rendered opinions on school issues. Many of these cases have established legal principles which may serve as guidelines for other potential litigation. For each case, the publication presents the citation, the facts of the case, the holding, and the basis for the decision. The cases selected concern segregation, aid to nonpublic schools, students' rights, corporal punishment, separation of church and state, liability, educational malpractice, bilingual education, equal educational opportunities, teachers' rights, school salaries, emotionally handicapped children's rights, maternity leave policies, and reverse discrimination. (Author/JM)

ED 168 258 EC 113 948

Gladstein, Barbara A.

Teacher and Peer Observations of Mainstreamed Elementary School Pupils: A Comparative Group Study.

Pub Date-Oct 78

Note-10p.; Paper presented at the Annual Convention of the Genesee Valley Psychological Association (5th, Rochester, New York, October 20, 1978)

Pub Type- Reports - Evaluative (142) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Behavior Patterns, *Behavior Rating Scales, *Educable Mentally Handicapped, Elementary Education, *Exceptional Child Research, *Learning Disabilities, Peer Relationship, Teachers

Teacher and peer ratings of 37 mainstreamed educationally handicapped (EH) elementary aged children and 37 non-EH controls were analyzed according to the Rochester Teacher and Peer Rating Scales' independent behavioral competence factors and combined teacher-peer integrated behavioral competence domains. Results indicated significant differences between EH and non-EH groups for the behavioral domains of academic problem solving abilities and social normative skills. (Author/CL)

ED 167 763 CE 020 017

Small Business Management. Instructor's Manual on Interpretation of Small Business Analysis Data. Entrepreneurship Education for Adults Program Development and Implementation.

Minnesota Research Coordinating Unit for Vocational Education, Minneapolis.; Minnesota Univ., St. Paul. Dept. of Agricultural Education.

Spons Agency-Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C.

Pub Date-May 78

Grant-G007605299

Note-63p.; Not available in hard copy due to light print in the original document; For related documents see CE 020 015-020

Pub Type- Guides - Classroom - Teacher (052)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-*Adult Vocational Education, *Business Administration, *Business Education, *Business Skills, *Data Analysis, Decisionmaking, Postsecondary Education, Recordkeeping

Identifiers-*Entrepreneurship, *Small Business Management

Tables and significant figures found in a small business analysis report are explained to provide instructors with suggestions on how these items can be used by students to improve the management of small businesses. Contents of the manual are organized into two parts. Part I, The Analysis Report, contains the following chapters: (A) Business Inventories (increase or decrease, workers required, returns); (B) Income and Expense Statement; (C) Income and Expense Statement (Business); (D) Gross Margins and Net Decreases; (E) Standard Balance Sheet (business only); (F) Net Work Analysis; (G) Household and Personal Expenses; (H) Measure of Efficiency and Organization; and (I) Departmental Income and Expense Statement. Part II, Presenting Analysis Interpretation Data, contains four chapters: (A) Use of Benchmark Comparisons in Illustrating Efficiency and Organization Factors (e.g., using graphs to illustrate historical patterns, strategies to use in classroom instructions); (B) The Business Visit (e.g., planning for the first visit after the business analysis summary meeting, techniques for instructors and students to search for strong and weak points in the business); (C) Business Analysis Summary Meeting (e.g., interpreting analysis data that has impact on all students, linking differences in

ED 167 781 CE 020 190

Mannebach, Alfred J., Comp.
Summaries of Research and Development Activities in Agricultural Education, 1977-1978. United States of America.
Connecticut Univ., Storrs. Dept. of Higher, Technical, and Adult Education.
Spons Agency-American Vocational Education Research Association, Washington, D. C.
Pub Date-Dec 78
Note-111p.; For related documents see ED 114 635, ED 134 707, and ED 151 532
Pub Type- Reference Materials - Bibliographies (131) - Reports - Descriptive (141)
EDRS Price - MF01/PC05 Plus Postage.
Descriptors-Academic Achievement, *Agricultural Education, Agricultural Engineering, Agricultural Research Projects, Animal Science, Attitudes, College Students, Curriculum, Curriculum Development, Developing Nations, *Educational Development, Educational Needs, *Educational Research, Evaluation, Extension Agents, Extension Education, Horticulture, Instructional Materials, Job Skills, Program Development, Program Evaluation, Research Projects, Student Organizations, Teacher Education, Teaching Methods, *Vocational Agriculture, Vocational Agriculture Teachers, Vocational Education, Youth Programs

This compilation includes abstracts of 140 research and development studies in agricultural education completed during the period July 1, 1977 to June 30, 1978. Thirty-three of the completed studies represent staff research, fifty-six represent master's theses, and fifty-one represent doctoral dissertations. Studies are arranged alphabetically by state and alphabetically by author within states. Entries contain the purpose, method, and findings of the research and development activities. A comprehensive subject index, utilizing ERIC descriptors, is included; among the topics included are Adult Education, Agribusiness, Curriculum, Economics, Employment, Forestry, Leadership, Program Development, Work Attitudes, etc. Studies reported as being in progress during 1978-79 are also compiled. They are arranged

ED 167 835 CE 020 386

Bernstein, Tina E.

A Study of Initial Postsecondary School Work and Education Plans and Activities.

Pub Date-12 Apr 79
Note-27p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, California, April 8-12, 1979)
Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Business Education, *Career Planning, College Attendance, *Decision Making, *Discriminant Analysis, *Educational Planning, Employment, *High School Students, Objectives, Postsecondary Education, Predictive Measurement, Program Content, Research, Secondary Education, *Seniors, Trade and Industrial Education, Values, Vocational Education
Identifiers-New Jersey

The study focused on individual high school seniors and their high school programs; school, work, and life values; educational and occupational goals; and decision-making criteria for postsecondary plans. The project, based on the 1972 National Longitudinal Study, had three components: field testing, the base year survey, and follow-up survey. Following field tests, the base year survey of 60,000 New Jersey high school seniors revealed that a slight majority were planning college careers; working full-time was the next most popular plan; attending business, trade, or vocational school was the third most popular plan. A student profile focussed on personal characteristics and planning techniques used in decision making during the year after high school. A year after the first survey, follow-up on 15% of the base year

ED 167 879 CG 013 275

Delaney, John D.

Designing and Implementing an Orientation and Homeroom Guidance Program for Parker Junior High School.

Pub Date-11 Apr 78
Note-201p.; Ed.D. Thesis, Nova University; Appendix N is of marginal reproducibility.
Pub Type- Guides - Classroom - Teacher (052) - Dissertations/Thesis (040)
EDRS Price - MF01/PC09 Plus Postage.
Descriptors-*Classroom Guidance Programs, Decision Making Skills, Humanistic Education, Junior High Schools, Junior High School Students, *Orientation Materials, Personal Values, *School Orientation, School Responsibility, *Skill Development, *Student Development, *Student School Relationship

The development and implementation of a formal homeroom program for seventh-grade students entering a two-year junior high school from five elementary schools is presented. Included are descriptions of: (1) the orientation phase, in which students as sixth graders in their respective elementary schools were provided slide shows, tours, and parent nights to prepare them for transition to junior high school; (2) the formal orientation program, with teacher's guide materials and handbooks for use with new seventh-grade students; (3) the guidance phase, which was designed to promote improved personal management skills during students' junior high years using values clarification as the central methodology; and (4) a formal program with resource packets created to help teachers assist students in the areas of decision

ED 167 928 CG 013 360

Kantor, Stuart Caron, Herbert S.
Intensive Crisis Intervention with Ex-Convicts: A Controlled Field Study Experiment.
Pub Date- 78
Note-32p.
Available from-The Menninger Foundation, Box 829, Topeka, Kansas 66601
Pub Type- Reports - Evaluative (142)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Correctional Rehabilitation, *Counseling Effectiveness, Counselor Characteristics, Criminals, *Crisis Therapy, Inner City, *Intervention, *Prisoners, Probationary Period, *Recidivism, *Rehabilitation Counseling
Identifiers-*Crisis Intervention, *Reentry

The ex-con's return home can be viewed as a potential crisis, wherein attempts to assist him in a successful transition can be helpful. From a group of first felonists about to be released on parole, 18 matched pairs were identified. One member of each pair was randomly selected and offered intensive outreach crisis counseling; the second member of each pair became a control subject. Although small, consistent negative findings were observed, data analysis suggests that positive outcomes were associated with counseling of poorer quality. It appears likely, however, that much of the counseling was of too poor a quality to be an important factor in the client's adjustment. Reasons for this low level of service include overestimation of the ex-con's "re-entry crisis," the unique difficulties inherent in outreach counseling, counselor inexperience and inadequate program funding. Intensive crisis counseling, with certain modifications in method, could be an effective means of reducing recidivism among recently released convicts. A new theoretical conception of crisis suggests that the person in crisis must also be in a state of "searching" for crisis intervention to have its special impact. (Author)

ED 167 974 CS 004 703

Reading in the Content Areas: Abstracts of Doctoral Dissertations Published in Dissertation Abstracts International,'' July through December 1978 (Vol. 39 Nos. 1 through 6).

ERIC Clearinghouse on Reading and Communication Skills, Urbana, Ill.
Pub Date-78
Note-15p.
Pub Type- Reference Materials - Bibliographies (131) - Collected Works - Serials (022)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Cloze Procedure, College Students, *Content Reading, Context Clues, *Doctoral Theses, Elementary Secondary Education, Higher Education, Memory, *Readability, Reading Ability, *Reading Comprehension, Reading Processes, *Reading Research, Recall (Psychological), Science Instruction, Self Concept

This collection of abstracts is part of a continuing series providing information on recent doctoral dissertations. The 16 titles deal with the following topics: the effects of teacher-directed lessons on fourth and fifth grade students; self-concept and the comprehension of scientific reading; the readability of junior college textbooks; the effects of prereading strategies on comprehension; teaching reading in the secondary content areas; reading, study skills, and success in the content areas; the effects of structure in science communications on knowledge recall by college students; the cloze procedure in secondary American government classes; using context cues in sixth grade to complete cloze deletions; readability of textbooks, reading ability, and natural science reading ability in secondary biology classes; the effects of lowered readability and the use of a glossary upon reading comprehension; grammatical constructions in secondary science materials; a comparison of methods for teaching directed reading activities; reading abilities compared with the readability of social science textbooks; and reading ability levels of English and social studies textbooks. (MAI)

ED 168 CS 204 705

Adelman, C[illegible], Comp.

Uttering, Muttering: Collecting, Using and Reporting Talk for Social and Educational Research.

University of East Anglia, Norwich (England). Centre for Applied Research in Education.

Spons Agency-Social Science Research Council, London (England).

Pub Date- 78

Note-264p.

Pub Type - Reports - Research (143)

EDRS Price - MF01/PC11 Plus Postage.

Descriptors-*Communication (Thought Transfer), Communication Skills, *Educational Research, *Interaction Process Analysis, *Research Methodology, Social Relations, Social Science Research, *Speech Communication, Verbal Communication

Identifiers-*Oral Language

The papers in this collection were initially presented in two successive conferences that dealt with the collection, use, and reporting of spoken language for educational research. The ten papers deal with the method and procedures used in studying talk in a school situation; an analysis of the interaction between the researcher and a group of school boys during an interview; the linguistic aspects of talk as a necessary prerequisite of educational research; the mutual comprehension of social rules involved in talk; an examination of the level of communication in small group discussion; the social context necessary for honest responses in interviews; the psychological aspects of interpreting talk in educational situations; the prerequisites of communicative competence during the first days at school; an analysis of spontaneous talk between mothers and children in the home; and a discussion of the methodology of tape recording conversations, including some of the problems involved in recording. Seven pages of references are included. (MAI)

ED 168 042 CS 204 747

Weinstock, Donald J.

Poetry and the Self: A Brief Autobiographical Overview of Some Successes and Some Flops Using Poetry Therapy'' Techniques in Conventional and Experimental Classes, with Implications for English Teachers Anywhere.

Pub Date-Feb 77
Note-19p.; Paper presented at the Annual Meeting of the California Association of Teachers of English (19th, Los Angeles, California, February 18-20, 1977)
Pub Type- Speeches/Meeting Papers (150) - Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Affective Objectives, Assignments, Course Organization, Creative Writing, *Emotional Response, *English Instruction, Higher Education, *Individual Development, *Poetry, Teacher Role, *Teaching Techniques, Therapeutic Environment
Identifiers-*Poetry Therapy

A personal account of an English instructor's experiences with poetry therapy the use of poetry to help people get in touch with, and begin dealing with, their problems and feelings is provided in this paper. Among the topics dealt with are the following: the scope of poetry therapy, the instructor's early dissatisfactions with traditional English teaching methods, his first introduction to poetry therapy, some of his initial problems in teaching a poetry therapy course, the course organization that he eventually developed, incidents that show the value of the course to individual students, teaching techniques and assignments that have proved successful, goals of a poetry therapy course, and the teacher's role in poetry therapy. The paper includes excerpts from students' course evaluations as well as excerpts from

ED 168 087 CS 502 440

Blanche, Jerry D.

Indian Wisdom Stories.

Pub Date-Apr 75
Note-16p.; Paper presented at the Annual Conference on Minority Studies (3rd, LaCrosse, Wisconsin, April 1975)
Pub Type- Speeches/Meeting Papers (150) - Historical Materials (060)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*American Indian Culture, *American Indians, *Communication (Thought Transfer), *Folk Culture, Legends, Minority Groups, *Story Telling, Teaching Techniques

Rather than simply recreating a real or imagined event or experience for entertainment purposes, the wisdom stories of the American Indians were sophisticated teaching devices that kept alive the history and traditions of the tribe at the same time that they instructed the young tribe members in the areas of history, geography, nature study, and ethics. Centuries old, these stories were passed by word of mouth from generation to generation and their telling was entrusted to persons who were highly respected within the tribe. Each story was constructed so as to stimulate inductive and deductive thinking by providing alternate viewpoints and by challenging the listener to formulate individual conclusions. Some of the concepts and principles that are found consistently in Indian wisdom literature include the following: an Indian is a human being capable of good and bad behavior, who lives according to the traditions of the fathers; the word ``different'' does not involve a value judgment; decision making is a human function and the only wrong decisions are choices never made; everything is alive and has a spirit, even rocks and trees; and power is the capacity to

Nagle, John M. Walker, Harold E.

SPECS: What It Is & What It Does. School Planning, Evaluation & Communication System.

Oregon Univ., Eugene. Center for Educational Policy and Management.
Spons Agency-National Inst. of Education (DHEW), Washington, D.C.
Pub Date-75
Note-38p.; For related documents, see EA 011 373-379; Not available in paper copy due to small print of original document
Available from-CEPM Publications, Center for Educational Policy and Management, College of Education, University of Oregon, Eugene, Oregon 97403 ($2.50)
Pub Type- Guides - Non-Classroom (055) - Reports - Descriptive (141)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-Ancillary Services, Budgeting, Communication (Thought Transfer), Cost Effectiveness, Educational Objectives, Elementary Secondary Education, Individualized Instruction, Instructional Programs, Policy Formation, *Program Development, *Program Evaluation, *Program Planning, School Districts, Systems Analysis
Identifiers-Role Clarification, *School Planning Evaluation Communication System

Made up of five components, the School Planning, Evaluation, and Communication System (SPECS) is an approach to program planning and evaluation applicable to all instructional and noninstructional programs and activities. As such, it focuses on outcomes, processes, and inputs in a continuous cycle of planning, evaluation, and replanning. As well as being applicable to individual programs, SPECS can be used as a districtwide design for program assessment and development that compares

Jovick, Thomas D.

Using Within-Unit Behavior of Teachers to Inform the School-Level Analysis: Approaches to Data Analysis in Project MITT.

Oregon Univ., Eugene. Center for Educational Policy and Management.
Spons Agency-National Inst. of Education (DHEW) Washington, D.C.
Pub Date-78
Note-42p.; Some tables may not reproduce clearly due to light print; For related documents, see ED 161 153, EA 011 403-404
Pub Type- Reports - Research (143)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*Behavior Change, Computer Oriented Programs, *Data Analysis, Educational Innovation, Educational Research, Elementary Education, Group Behavior, *Statistical Analysis, Tables (Data), *Teachers, *Team Teaching
Identifiers-Project MITT

The purpose of this report by the staff of Management Implications of Team Teaching (MITT) was to explain the use of unit-level analysis to get a more exact characterization of the general innovative phenomena previously observed in unitized schools. The report examines three central variables that describe involvement of the teaching staff in the innovation collegial decision-making, instructional interdependence among teachers, and reciprocated communication among teachers. Individual chapters explain (1) how the outcome variables were arrived at, (2) how the effects of unitization on teacher involvement were arrived at, (3) how unit-level indices on three variables (team management, instructional interdependence, and communication) were formulated, and (4) how the analysis incorporating unit characteristics concerning the three main variables were formulated and their meaning. (Author/LD)

ED 167 711 CE 018 447

Overview and Student Activities for the Far West Model.

Far West Lab. for Educational Research and Development, San Francisco, Calif.

Spons Agency-Illinois State Office of Education, Springfield. Div. of Adult Vocational and Technical Education.

Pub Date-78

Contract-RD1-A8-608

Note-196p.; For related documents see CE 018 446, CE 018 449, and CE 019 229-241

Pub Type- Reports - Descriptive (141)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-*Basic Skills, *Career Development, *Career Education, *Career Exploration, Community Involvement, Demonstration Programs, Educational Objectives, *Experiential Learning, Group Guidance, Guidance Services, *Learning Activities, Models, *Occupational Guidance, Program Design, Records (Forms), Secondary Education, Staff Role, Student Projects

Identifiers-Experience Based Career Education

This document contains an overview of the Far West Laboratory (FWL) model for Experience-Based Career Education (EBCE). (Descriptions of two other EBCE models are included in ERIC documents CE 018 446 and CE 018 449.) Divided into seven sections, this document highlights some of the

ED 167 817 CE 020 329

Learning for Everyday Living. Indiana State Dept. of Public Instruction, Indianapolis. Div. of Adult and Community Education.
Spons Agency-Office of Education (DHEW), Washington, D.C.
Pub Date- 78
Note-258p.
Pub Type- Guides - Classroom - Teacher (052) - Guides - General (050) - Guides - Classroom - Learner (051)
EDRS Price - MF01/PC11 Plus Postage.
Descriptors-*Adult Basic Education, Adult Educators, Calculation, Communication Skills, Community Resources, Consumer Economics, Educational Administration, Health Education, Interpersonal Relationship, Learning Activities, Legal Education, Objectives, Occupational Information, Problem Solving, Resource Guides, *Teaching Techniques, Volunteers
Identifiers-Adult Performance Level

This curriculum guide is aimed at Adult Basic Education (ABE) directors, teachers, paraprofessionals, and volunteers who are working in the local programs. Developed around adult performance level (APL) objectives, it provides teaching/learning activities and resources for helping adult learners develop basic skills and knowledge necessary to everyday life. It aims at learners with reading abilities from grades 0-8. The five knowledge areas covered are consumer economics, occupational knowledge, health, community resources, and law. The skill areas developed are communication skills (reading, writing, speaking,

ED 167 903 CG 013 307

Student Learning Activity Package; Self Concept. Grades 3-6.
Cooperative Educational Service Agency 8, Appleton, Wis.
Note-73p.; For related documents see CG 013 308-312
Pub Type- Guides - Classroom - Learner (051)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-*Affective Behavior, *Child Development, Elementary Education, Elementary School Students, *Humanistic Education, Program Design, *Self Concept, *Self Evaluation, Student Attitudes, Values
Identifiers-National Diffusion Network Programs

This learning activities package is designed to allow students to do self-concept activities on their own without any outside pressures. Each activity is a separate exercise which may be used as follow-up to a major group activity or a complete activity on its own. A wide range of exercise types is supplied, including self-evaluation questionnaires, activities to help students recognize and deal with fears, and feelings delineation questionnaires. The activities are designed for grades three through six but can be modified for lower grades. Additional information and advice on conducting and evaluating these activities is provided for teachers. (Author/PK)

ED 167 951 CS 004 639

Myers, Betty And Others

Perceived Problems of Teachers of Reading: Fact and Paradox.

Pub Date- 75
Note-66p.; Study prepared at Ohio State University
Pub Type- Reports - Research (143)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-Curriculum Evaluation, *Educational Problems, Elementary Secondary Education, *Needs Assessment, *Reading Instruction, Reading Processes, *Reading Research, Research Methodology, *Teacher Attitudes, Teacher Morale, Teaching Conditions

Responses from 528 reading teachers to two scales, one indicating the extent to which they perceived a problem as occurring frequently in their classrooms and the other indicating the extent to which they perceived a problem as bothersome, were factor analyzed. Eleven ``frequency'' and ten ``bothersome'' factors emerged from the analysis. Among the problems seen by educators to be either difficult to resolve or occurring with noticeable frequency were invigorating student interest in reading, achieving a sense of professional worth, and building skills in reading comprehension. The factors emerging from the analysis also revealed interesting assumptions and convictions about teaching, the reading process, learning, and curriculum. Several factors

ED 168 214 EA 011 505

Dahlberg, Henry, Jr.

Analytical Study of Instructional Personnel Policies in NAIS Member Schools.

National Association of Independent Schools, Boston, Mass.

Pub Date-Dec 72

Note-24p.

Available from-National Association of Independent Schools, Four Liberty Square, Boston, Massachusetts 02109 ($0.75)

Pub Type- Reports - Research (143) - Tests/Questionnaires (160) - Numerical/Quantitative Data (110) ()

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-*Boarding Schools, *Day Schools, Elementary Secondary Education, *Employment Practices, Faculty Development, Fringe Benefits, Organizational Climate, *Personnel Policy, *Private Schools, Teacher Attendance, Teacher Evaluation, Teacher Housing, Teacher Salaries

This 1971 study by the National Association of Independent Schools (NAIS) is a survey of employment practices, and policies in member schools. Questionnaires were sent to 721 schools yielding a response

Rude, Carolyn D., Ed. Baucom, Linda D., Ed.

Implementing Protection and Advocacy Systems. Proceedings of a National Developmental Disabilities Conference (Cherry Hill, New Jersey, December 11-14, 1977).

Texas Tech Univ., Lubbock. Research and Training Center in Mental Retardation.
Spons Agency-Office of Human Development (DHEW), Washington, D.C.
Pub Date-78
Grant-HEW-16-P-56819/6
Note-199p.; Some small print may be marginally legible
Available from-Research and Training Center in Mental Retardation, Box 4510, Texas Tech University, Lubbock, Texas 79409 ($4.00)
Pub Type- Speeches/Meeting Papers (150)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-*Child Advocacy, *Conference Reports, *Developmental Disabilities, Evaluation, Federal Legislation, Management, Outreach Programs, Resources, Training

The book contains 26 essays presented at a 1977 national conference on Implementation of Developmental Disabilities Protection Advocacy Systems. Essays cover the legal and philosophical foundations of protection and advocacy, the management and evaluation of protection and

ED 168 259 EC 113 949

Edelbrock, Craig S. Achenback, Thomas M.

Child Behavior Profile Patterns of Children Referred for Clinical Services.

Spons Agency-National Inst. of Mental Health (DHEW), Bethesda, Md.
Pub Date-Aug 78
Note-25p.; Paper presented at the Annual Meeting of the American Psychological Association, Toronto, Canada, August 30, 1978)
Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Behavior Problems, *Behavior Rating Scales, Elementary Secondary Education, Emotionally Disturbed, *Exceptional Child Research, Interpersonal Competence, Standardized Tests, *Test Construction
Identifiers-*Child Behavior Profile

The paper describes the development and use of the Child Behavior Profile, a measure of behavioral problems and competencies standardized for each sex at ages 4 to 5, 6 to 11, and 12 to 16. Cluster analysis is explained to have produced six reliable profile types for boys 6-11 years old; five reliable profile types for boys 12 through 16 years old; six types for girls aged 6 through 11; and seven for girls 12 through 16. Followup data is cited to show that the Child Behavior Profile can

ED 168 283 EC 114 40

Nesbitt, John A., Comp. Bjork, Geri M., Comp.
Information Sources on Special Recreation. Institute Report Iowa Univ
Iowa City. Recreation Education Program.
Spons Agency-Bureau of Education for the Handicapped (DHEW/OE) Washington, D.C.
Pub Date-78
Grant-G007501219
Note-213p.; For related information, see ED 132 793-803; ED 143 176; ED 154 593; EC 114 401-409; Best copy available
Pub Type- Reference Materials - Directories/Catalogs (132)
EDRS Price - MF01/PC09 Plus Postage.
Descriptors-*Community Programs, *Handicapped Children, *Information Sources, *Recreation, *Resource Guides, *Resources

The seventh in a series (EC 114 401-409) of reports on community recreation for the handicapped presents descriptions of information sources on special recreation. Among the organizations covered are the American Alliance for Health, Physical Education and Recreation; Boy Scouts of America; Committee on Recreation and Leisure of the U.S. President's Committee on Employment of the Handicapped; The Joseph P. Kennedy, Jr. Foundation; National Arts and The Handicapped Information Service; National Center for a Barrier Free Environment; and the Coun for Exceptional Children. (CL)

ED 167 746 CE 019 647

Myers, Edward J. And Others

Career Development Partnership. A Program Linking Parents, Students, Schools. A Guide to Implementation.

Cranston School Dept., R.I.

Spons Agency-Office of Career Education (DHEW/OE), Washington, D.C.; Rhode Island State Dept. of Education, Providence. Div. of Vocational-Technical Education.

Note-91p.

Pub Type- Reports - Descriptive (141) - Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors-Career Choice, *Career Development, *Career Education, *Glover, Donald R.*

Mass Media and Society: A Content Analysis of the "Window-To-The-Field" Course Exams.

Pub Date-Aug 78
Note-24p.; Paper presented at the Annual Meeting of the Association for Education in Journalism (61st, Seattle, Washington, August 13-16, 1978)
Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Content Analysis, *Course Content, Curriculum Research, Higher Education, *Journalism Education, *Mass Media, *Test Items, *Test Reviews

A content analysis was performed on 3,134 questions from 62 examinations given in the mass communications and society courses in colleges throughout the United States. The questions were analyzed and categorized on the basis of three general groups: geographical reference, media reference, and topic reference. The findings revealed

ED 168 065 CS 502 368

Harwood, Kenneth
Speech Communication: 1986.
Pub Date-Nov 78
Note-17p.; Paper presented at the Annual Meeting of the Speech Communication Association (64th, Minneapolis, Minnesota, November 2-5, 1978) ; Best copy available
Pub Type- Speeches/Meeting Papers (150) - Opinion Papers (120)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Art, *Communication (Thought Transfer), Communications, *Declining Enrollment, *Educational Change, *Enrollment Projections, Health Education, Higher Education, *Speech Communication

Professors of rhetoric are viewing with concern the prospect of 15

ED 168 172 EA 011 450

Dembowski, Frederick L.

The Effect of the Minimum Compensating Cash Balance on School District Investments.

Pub Date-Jul 78

Note-16p.; Not available in paper copy due to light print of original document

Pub Type- Guides - Non-Classroom (055) - Reports - Evaluative (142)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-Banking, Comparative Analysis, Elementary Secondary Education, *Financial Policy, Interest, *Investment, *Money Management, *School Disiricts, School District Spending, Tables (Data)

ED 168 284 EC 114 408

Nesbitt, John A., Comp.
National Institute on New Models of Community Based Recreation and Leisure Programs and Services for Handicapped Children and Youth. Final Report. Institute Report Iowa Univ., Iowa City. Recreation Education Program.
Spons Agency-Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.
Pub Date-78
Grant-G007501219
Note-157p.; For related information, see ED 132 793-803; ED 143 176; ED 154 593; EC 114 401-409; Best copy available
Pub Type- Reports - Descriptive (141)
EDRS Price - MF01/PC07 Plus Postage.
Descriptors-*Community Programs, Handicapped, *Handicapped Children, *Leisure Time, *Program Evaluation, *Recreation

The final report of the project on community-based recreation for the handicapped details training activities, materials and evaluation findings. A chart lists approximately 40 primary training activities with information on date and location, faculty resource person, number attending, number of requests, and number of evaluations. The primary materials produced by the project are summarized and distribution procedures reviewed. The evaluation section includes mean ratings for 13 criteria at 26 institutes, and general comments from participants. Five conclusions and recommendations are presented, including the existence of such new models for recreation services as consumer, advocate, commercial, and creative and performing arts models. (CL)

ED 168 305 FL 010 122

Cooper, Robert L. And Others

The Acquisition of Complex English Structures by Adult Native Speakers of Arabic and Hebrew.

Pub Date-Dec 78
Note-38p.
Pub Type- Reports - Research (143)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Adult Students, Arabic, Comprehension Development, Contrastive Linguistics, *English (Second Language), Error Analysis (Language), Hebrew, Interference (Language Learning), *Language Development, *Language Processing, Language Proficiency, *Language Skills, Learning Processes, Listening Comprehension, *Second Language Learning, *Syntax

This investigation examined the acquisition of five complex English syntactic structures by Egyptian and Israeli adult learners at different levels of proficiency. Carol Chomsky's methodology, as adapted by d'Anglejan and Tucker, served to assess comprehension of these structures. The responses of the Egyptians and Israelis, which were similar to one another as well as to those of the French Canadians previously studied by d'Anglejan and Tucker, suggest that first and second language learners of English encounter some of the same difficulties. Their responses also suggest that the creative construction hypothesis can be applied to second as well as to first language acquisition. (Author)

ED 168 329 FL 010 163

Santos, Rolando A.

Rice Harvest (Anihan; Pinagani Iti Pagay).

Los Angeles Unified School District, Calif.

Pub Date-75

Note-25p.; For related document, see FL 010 165

Available from-Publications Unit, Los Angeles Unified School District, 450 N. Grand, Rm. G230, Los Angeles, California 90012

Language-Tagalog; Ilokano; English

Pub Type- Guides - Classroom - Learner (051) - Creative Works (030)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Bilingual Education, Cultural Awareness, Elementary Education, *Instructional Materials, *Language Instruction, *Reading Instruction, *Reading Materials, *Second Language Learning, *Tagalog, Uncommonly Taught Languages

Identifiers-Ilokano, *KEYS Project, Knowledge of English Yields Success Project, *Philippines

This trilingual-bicultural reader in Pilipino (Tagalog), Ilokano, and English is intended for elementary school children in a bilingual education setting. Pen-and-ink drawings illustrate the story of a Filipino family and the events involved in a rice harvest. (NCR)

ED 168 349 FL 010 202

Malay: A Guide to the Spoken Language.
Department of Defense, Washington, D.C.
Report No.-TM-30-339
Pub Date-76
Note-87p.; Not available in hard copy due to small print
Available from-Superintendent of Documents, U.S. Government Printing Office, Washington, D.C.; 20402 (Stock No. 008-020-00522-3; $1.15)
Language-English; Malay
Pub Type- Guides - Classroom - Learner (051) - Collected Works - Serials (022)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-*Autoinstructional Aids, *Communicative Competence (Languages), Conversational Language Courses, *Language Guides, Language Instruction, *Language Skills, *Malay, *Pronunciation Instruction, *Second Language Learning, Speech Communication, Standard Spoken Usage, Travel, *Vocabulary Development

This Malay language guide is of assistance in carrying on simple conversations in Malay and is used in conjunction with records. Malay is spoken by people in Malaya, Sumatra, Java, and Borneo and is widely used as a trade language throughout the Netherlands East Indies. The variety of Malay used in the guide (called Low, Bazaar, or Market Malay) is the everyday language of the ordinary people. The pronunciation used in the guide, which is that used in Java, will be understood wherever Malay is spoken. All the words and phrases are written in a simplified spelling which is read like English. Useful words and phrases include greetings and general phrases, location, directions, numbers, asking for things, money, buying things, time, and other useful phrases. Additional expressions are included which the learner will be able to pronounce without hearing them. The learner will also be able to form sentences of his own by using the section called fill-in sentences.'' Important signs that the learner/tourist will want to recognize and an alphabetical word list are included. (SW) reducing sexism in language are discussed and examples of them are provided. It is noted that the content and tone of the arguments against change have remained essentially the same from 1972 to 1978. In a second section of the paper, a number of misapplications of the proposals for changing sexist language are discussed in detail: (1) overextensions that violate morpheme structure; (2) violations of parallelism in reference to the sexes; and (3) partial changes that retain sex-stereotyping and the coining of words to ridicule other coinages. Data are presented on the misuse of ``Ms.'' and on male-first word order (e.g., he and she; men and women). It is concluded that despite the misunderstandings and misapplications there is a strong awareness of changes toward nonsexist language in American society as represented in newspapers, magazines, and scholarly newsletters. (Author/AMH)

be used as a reference document by other persons and organizations working to expand postsecondary opportunities for students. It should be used as an adjunct to the requirements provided in the authorizing statutes and the applicable program regulations. (A list of all current program regulations is appended.) General provisions of the programs are described and common elements of campus-based programs are discussed. Also included are: Determination of Eligibility Index, 1978-79 and 1979-80 (reserved); Validation, 1978-79 and 1979-80 (reserved); administrative standards (reserved); institutional eligibility (reserved); terms of agreement; a student affidavit; a progress report; Student Validation Roster; explanation of figures on payment schedule; a list of regional administrators for student financial assistance; a directory of SSIG officials; sources of information on GSL; a Self-Evaluation Worksheet Checklist; Necessary Documents (reserved); special terms and conditions for SSIG; a sample SSIG roster; and FISL Application (OE Form 1154). (LBH) by agencies of the federal government, and senior fellowships awarded by scholarly centers with residential programs. The overall figures show a steady growth in applications, fellowships, and amount of money until 1974, with some leveling off after that year. It is noted that there is an increasing proportion of senior faculty members, from among whom applicants for mid-career fellowships are drawn. The availability of sabbatical leave on part salary also affects the fellowship programs. Implications of the findings and an overview of the Guggenheim Foundation program are presented. For each year the number of fellowships, the amount of money awarded, and the average amount of money awarded are presented for individual agencies. (SW) foundations acted as a third sector in contrast to the public or government sector on the one hand and the private sector on the other. The rationale that followed was pluralism: taking different approaches to a problem. It is suggested that foundations now change in relative emphasis toward sociopolitical problems. Foundations should become a site for alternative ways of thinking about problems. In such a role, foundations could build on one relatively unique strength that they have: their independence and freedom from having to meet either political or market criteria. (SW)

ED 168 444 HE 011 166

Atelsek, Frank J. Gomberg, Irene L.

Young Doctoral Faculty in Science and Engineering: Trends in Composition and Research Activity. Higher Education Panel Report Number 43.

American Council on Education, Washington, D.C. Higher Education Panel.

Spons Agency-National Inst. of Education (DHEW), Washington, D.C.; National Science Foundation, Washington, D.C.; Office of Education (DHEW), Washington, D.C.

Pub Date-Feb 79

Contract-SRS-78-16385

Note-57p.; Tables may be marginally legible due to small type

Available from-Higher Education Panel, American Council on Education, One Dupont Circle, Washington, DC 20036

Pub Type- Reports - Research (143) - Numerical/Quantitative Data (110)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors-*College Faculty, *Doctoral Degrees, Employment Trends, *Engineering, *Financial Support, Higher Education, National Surveys, Questionnaires, *Research Opportunities, *Scientific Research, Scientists, Trend Analysis

A study was conducted to determine the proportion of young doctoral faculty (i.e., received the Ph.D. within the past seven years), the extent of their activity in seeking research support, and the possible reasons for any slackening in their search for support in recent years. Trends based on earlier surveys on the same topic are analyzed. Department heads were also asked to estimate the number of faculty they expected to hire for 1978-79. The survey was limited to colleges and universities that award the Ph.D. degree, and inquiries were directed to departments in 16 science and engineering fields. Usable responses were recieved from 203 of 235 institutions and 1,366 of 1,684 departments. National estimates were derived from survey responses by a weighting procedure. Results of the survey were weighted to cover 1,809 doctorate-level departments at 288 institutions. In 1977-78, 24 percent of the full-time doctoral faculty of these departments were defined as young. The data show that the proportion of young doctorates in science and engineering departments continues a pattern of decline evident in three previous surveys going back to 1968. On the average the young faculty members submit research proposals with greater frequency than do the senior faculty, and they are only slightly less successful than their senior colleagues in obtaining funds for the research proposals. Statistical data and a sample survey are presented. (SW)

investigation remains to be done in the areas of implementation details and program impact. (Author/JVP)

ED 168 464 IR 006 909

A Survey of User Attitudes Toward Selected Services Offered by the OISE Library.

Ontario Inst. for Studies in Education, Toronto.
Pub Date-Sep 78
Note-75p.
Pub Type- Reports - Research (143)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-*Attitudes, Data Analysis, *Faculty, Library Facilities, Library Materials, *Library Services, *Library Surveys, Needs Assessment, Questionnaires, *Students, Tables (Data), Use Studies
Identifiers-Ontario Institute for Studies in Education

A survey of faculty and students to assess user needs and satisfaction with collections and selected library services is described and the resulting data are reported. Questionnaire construction, sampling and distribution, and response rate and factors are discussed. Data analysis is broken into major categories, which include responses to general questions regarding library use and general questions about the OISE library collection. The second category is further broken into the rating of books and periodicals in the specific fields of adult education, applied psychology, curriculum, educational administration and planning, higher education, history and philosophy, measurement, evaluation and computer applications, sociology, and special education. General questions about the library focus on satisfaction with library hours, difficulty in locating material, reference and information service (including satisfaction with reference services), interlibrary loan use, orientation effectiveness, circulation services, special collections (including audiovisual and curriculum resource materials), and library facilities. Conclusions are itemized from the results of each major subdivision of the questionnaire. Appendices include copies of the questionnaires utilized. (MBR)

Selected information sources for English and American literature and poetry available at the Arkansas University library are listed including style manuals; guides to the literature; indexes to poetry and short stories; English and American literary histories; general, English, and American biographical sources; handbooks, dictionaries, and encyclopedias for terms, poetry, American, and English literature; current and retrospective bibliographies listing sources of critical articles for literature, prose, and poetry; and sources for book reviews. Complete bibliographic citations include call numbers and all items are annotated. (MBR)

ED 168 512 IR 007 008

Williamson, Kirsty

Library Use and Information Needs in the City of Ringwood.

Pub Date-78

Note-109p.; Graduate Diploma in Librarianship, Melbourne State College (Australia)

Available from-Melbourne State College, Department of Librarianship, Swanson & Grattan Streets, Carlton, Victoria 3053 Australia ($4.00 plus postage)

Pub Type- Dissertations/Thesis (040)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-Demography, *Information Needs, *Information Sources, Literature Reviews, Methods, *Public Libraries, Questionnaires, Tables (Data), *User Satisfaction (Information), *Use Studies

Identifiers-*Information and Referral

This study examining public library use focuses on users and non-users and their information needs and sources for everyday living. Responses to a questionnaire completed by 105 male and 106 female residents of Ringwood, a Melbourne suburb, indicate that membership of the community public library was well above the Australian and overseas average. Respondents with higher secondary or tertiary education, and those in professional and managerial positions, were more likely to be users. Reasons for library use reflected the traditional image of the library. Reasons for non-use related more to personal factors than to dissatisfaction with or hostility to the library. Education and library use appeared to have some relation to information subjects considered important, with the library not seen as an important source of information for most areas of everyday living. Popular information sources were media, the city council, government departments, and professionals. There was overwhelming support for the concept of one center to supply all kinds of information. Most people felt the library could better publicize its services. Implications for the library, shortcomings of the study, and suggestions for future research are also discussed. (Author/MBR)

Goodman, H. J. A.
The Development of National and International Information Systems and Networks Involving Combinations of Print and Non-Print Media.
Pub Date-Aug 78
Note-37p.; Paper presented at the NATO Advanced Study Institute on Information Science (Crete, Greece, August 1978)
Pub Type- Reports - Descriptive (141) - Speeches/Meeting Papers (150)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-*Audiovisual Aids, *Information Networks, *Information Processing, *Information Systems, International Programs, Library Networks, National Programs, *On Line Systems

This discussion of the design, development, and operation of information systems functioning at the national or international level focuses on some of the current interests and concerns of those networks designed to facilitate the sharing or exchange of particular types of nonprint media (NPM) materials. Three categories of NPM materials/resources of documents'' include those which contain information about informative/informational resources/materials which are themselves in NPM formats, those which themselves comprise informative NPM materials, and those which encompass both types. Two basic assumptions are made: the first is that electronic nonprint material information systems will be increasingly necessary for the fast, accurate, and efficient control of the complicated and interdependent processes of our high technology civilization, and the second is that national and international networks will henceforth continuously have a considerable influence on regional, state, and local information systems, as well as on the whole realm of information science. (Author/RAO) education and information. The four major objectives of the demonstration are (1) to install and operate a satellite-based communications system providing a technical capability to meet educational and information needs; (2) to involve service providers and clients in the development, operation, and evaluation of educational services; (3) to provide agencies in the state with experience in the development of program materials and services designed to meet the needs of those areas not now served by adequate telecommunication service; and (4) to extend and coordinate educational inservice and administrative services offered by state agencies. This report includes information on user needs, alternative approaches, operational plan, management plan, and budget. Appendices are included. (Author/JEG)

Advancement, Telecommunication

This collection of conference presentations includes 23 papers on a variety of topics pertaining to the use of computer in New Zealand. Among the topics discussed are computer science techniques in a commercial data processing situation, data processing personnel and their careers, the communication aspects of an airline system, implementation of Alsol-W programming systems, computer communications and the fire service, observations on user/vendor communications, future database and application development techniques, system control via a high level language, the organization and management of systems development, and human communication between educational data processors and those outside the profession, e.g., the users. (JEG)

Findings showed that, when compared to the general student population, a disproportionate number of males, upperclassmen, and liberal arts and business administration students were library users. Eleven percent of the library users were not affiliated with Georgia State University. No evidence of major barriers to usage were found, and a large majority of students appeared to be satisfied with the library's collections and services, though faculty members' opinions were not as high. The survey instrument and data tables are provided. (JD)

ED 168 617 JC 790 190

Holmberg, James And Others
The Teaching of History to Developmental Students: A Block Project.
Allegheny County Community Coll., Pittsburgh, Pa.

Pub Date-79
Note-32p.
Pub Type- Reports - Descriptive (141) - Reports - Evaluative (142)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Academic Achievement, Classes (Groups of Students), College Freshmen, Community Colleges, Composition Skills (Literary), *Developmental Programs, *Grouping (Instructional Purposes), *History Instruction, *Integrated Activities, Junior Colleges, *Junior College Students, Participant Satisfaction, Persistence, Remedial Reading, Social Sciences, Student Characteristics, Student School Relationship
Identifiers-*Block Scheduling

Nearly 37% (80 students) of the 219 entering, first-time freshmen, who were enrolled in second-level (requiring high school level skills) developmental reading and composition courses at the Community College of Allegheny County, were block-enrolled into a social science/history elective, Man, Time, and Social Change.'' The same group of students shared classes, teachers, and subjects in order to (1) focus the student's classroom work to obtain maximum learning impact and (2) establish a strong, first-term student orientation to the institution and to their individual programs. In the social science course, using a workbook, classroom lectures, discussions, and films, the students delineated relationships between social events. Blocking the composition course with the others gave the students' writing assignments specific direction in both form and content. The design of Advanced Reading and Study'' complemented the other courses in its integration of the teaching of reading and study skills. Experimental and control populations were compared in terms of placement scores, majors, academic success, retention, and evaluation of the college experience. Project success was evidenced by a higher percentage of A's and B's, an increase in retention, and a greater satisfaction with their majors and the college among the blocked group. Students who felt unfairly placed in developmental courses were given special attention. (AYC)

Package 1 consists of English (written communication skills), psychology (personal relations), mathematics (basic arithmetic), and developmental reading. Package 2 consists of speech (oral communication skills), social science (American institutions), and human development (basic college skills such as note-taking and career planning). By the end of the year students should have completed 24 units towards an associate of arts degree. During the first year, attrition among the two groups of 39 and 45 students each was approximately 25% and 22% respectively. External factors, over which the college had no control, were responsible for many students leaving the program. Another factor influencing attrition was that many students entered the program with skills below the sixth grade level around which the program was designed. (MB) than in previous spring semesters; there were proportionately more part-time students than in previous semesters; students continued taking fewer credits; and the proportion of students with a Hawaii permanent address had continued to increase. In general, enrollment showed a decline by 3% compared to spring 1978 and by 7% compared to fall 1978. (MB)

ED 168 674 PS 010 263

Delano, June S.
Effects of Storytelling on Language Development.
Pub Date- 77
Note-17p.
Pub Type- Reports - Research (143)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Charts, Comparative Analysis, Early Childhood Education, *Grade 1, *Kindergarten Children, *Language Development, Language Programs, Pictorial Stimuli, Question Answer Interviews, *Research, *Story Telling, Videotape Recordings, *Vocabulary Development

The effects of storytelling on the language development of kindergarten and first grade children were examined through an informal study in an ESEA Title I Program which stressed storytelling and language development. Teacher aides trained in storytelling techniques read a story to small groups of children each day. The subjects, randomly selected from two schools in the Title I Program and one school not eligible for Title I, responded to questions about three pictures. The children's responses were taped in the fall and again in the spring. An interviewer met with the children individually away from the classroon, showed each child each picture, and asked questions pertaining specifically to each of the three pictures. A comparative analysis of the responses and increases in vocabulary of Title I and non-Title I children indicated that the average amount of gain for the Title I children was greater than the average amount of gain for the non-Title I children, even though overall, the non-Title I children had greater language fluency. These results indicated that telling stories had a beneficial effect on the Title I children and it was concluded that the program should be retained as an integral part of the language program. (Author/CM)

The present study was designed to determine whether previous experience with categorically related items would facilitate third and sixth grade children's recall of subsequent unrelated materials. Subjects were 24 children at each grade level. An additional aim was to see if such experience with taxonomic material would influence both the manner in which these subjects instructed first graders as well as the recall of these younger children. Some third and sixth graders were given alternating sort/recall trials with two sets of categorical items; other subjects received unrelated items. Following these trials, all children were given two sort/recall trials with unrelated materials. Each child then instructed a first grader concerning the memory task and the strategy he used. Examination of the third and sixth graders' data indicated that experience with taxonomic materials improved third graders' recall, facilitated their use of organization, and enhanced their strategy communication in teaching the first grader. For the sixth graders, the experience did not affect their recall, but did increase the probability of their giving strategy information to the first grader. Exposure to categorical materials may occur in the classroom and may contribute to the acquisition of organizational strategies in the child's natural environment. (Author/RH)

Patterns, Self Concept, *Self Esteem, *Statistical Studies, Success Factors

The purpose of this paper is to clarify the relationship between self-esteem and achievement and to explain why changes in self-esteem have not resulted in changes in achievement. It is postulated that self-esteem affects achievement indirectly through the medium of coping skills. Data from a study of 1657 students in 53 sixth grade classrooms in Austin, Texas were analyzed. Random assignment assured that each class was an integrated, representative sample of the Anglo, Black and Chicano population. Self-esteem and achievement were measured at the beginning and end of the school year. A measure of coping skills was administered at the beginning of the year only. The dependent variable was achievement regressed change. The general analytic method used was a linear model in which the pretest was entered first as a covariate and the predictors were entered next. Hypothesis testing involved comparing restricted models to full models and testing the difference between them. Coping was found to significantly predict achievement change whether or not self-esteem was considered. Coping skills which have behavioral consequences for achievement provide a behavioral network through which intervention should be effective in changing achievement. A general conceptual framework for self-esteem, coping and achievement variables is provided. Directions for further research are suggested. (Author/RH)

Meyer, Manfred, Comp. Nissen, Ursula, Comp.
Effects and Functions of Television: Children and Adolescents. A Bibliography of Selected Research Literature 1970-78.
Pub Date-79
Note-172p.; Communication Research and Broadcasting Series No. 2 (Revised English edition)
Available from-K. G. Saur Publishing, Inc., 175 Fifth Avenue, New York, New York 10010 (Paper, $13.00; no charge for postage/handling on pre-paid orders)
Pub Type- Reference Materials - Bibliographies (131) - Reports - Research (143)
Document Not Available from EDRS.
Descriptors-Adolescents, Anti Social Behavior, Children, Childrens Television, *Cognitive Development, Commercial Television, Educational Television, Prosocial Behavior, *Social Behavior, *Socialization, *Television, Television Commercials, Television Research, *Television Viewing, Violence

This bibliography of selected television research lists 914 references to English, French and German publications (empirical studies, research reviews and summarizing literature) which deal with the use of television and its various functions for children and adolescents and particularly with the effects of television on children's personality and socialization. All of the studies were published from 1970 to about March 1978. Titles of each entry are in English. Contents in 12 sections cover a wide range of topics: bibliographies, mass communication research, general introductory works and literature reviews, studies on the uses and functions of television and other media (including comparisons of various age groups, developmental studies), studies on cognitive and emotional effects and studies on aspects of socialization (including socialization and interaction in the family context). Also cited are studies on the effects of TV violence on social behavior (including the research program of the Surgeon General's Scientific Advisory Committee on Television and Social Behavior), studies of the effects of prosocial content, formative and summative research on television series for children (Sesame Street, The Electric Company, Around the Bend, Carrascolendas, and other series), studies on the effects of news and information programs, studies on the effects of television advertising, and research agenda and recommendations. Entries are indexed by author and subject. (Author/RH) disproportionate numbers of the 20-29 age group, the future parents of school children. Population has also shifted within the state; both the largest cities and rural areas are losing population to the suburban fringe around major industrial centers. This study traces Iowa enrollments historically, explores the cause for cycles of change, projects enrollments to 1982 and 1987, and examines the impact of enrollment trends upon Iowa public education. Because enrollment projections can be no more reliable than the causative data which determine school enrollment trends, the document also traces such factors as (1) population growth, (2)out-migration from the state and between counties, (3) relative proportion of significant age groups in the population, (4) trends in fertility rates and births, (5) enrollment trends and projections, (6) geographical trends in enrollment and (7) enrollment trends by size of school. Tabular data includes 1969 and 1977-78 enrollments and projected enrollments (1982-83 and 1987-88) for each Iowa public school. (Author/DS) national levels, political knowledge was much lower for youth than for the adults, and the lowest levels of political knowledge were of the executive and legislative branches of government. The youth did surpass adults in knowledge of the judicial branch. However, the knowledge of the authority structure of the different branches of government was alarmingly low, especially at the national and state levels. If the findings of this survey are indicative of the broader high school population, there is need for concern among educators; it is difficult to understand how youth can make the choices necessary to continue our representative system of government with such limited knowledge of how it functions. (Author/DS)

ED 168 784 RC 011 264

Wigginton, Eliot, Ed.

Foxfire 4: Fiddle Making, Springhouses, Horse Trading, Sassafras Tea, Berry Buckets, Gardening, and Further Affairs of Plain Living.

Pub Date-77

Note-496p.; Related documents are ED 058 987; ED 075 147; RC 011 263

Available from-Anchor Press/Doubleday Garden City, New York 11530 ($5.95)

Pub Type- Historical Materials (060) - Reports - Descriptive (141) - Books (010)

Document Not Available from EDRS.

Descriptors-*Community Study, *Cultural Background, Cultural Factors, Economically Disadvantaged, English Education, Experiential Learning, *Folk Culture, Food, Handicrafts, High School Students, Journalism, Life Style, Living Standards, Older Adults, *Outdoor Education, Photographs, *Rural Areas, Social Factors, *Student Developed Materials, Values

Identifiers-*Appalachia, Cultural Journalism

Planting by the signs of the moon, well digging, hewing logs, wood carving, knife making, bird trapping, and horsetrading are but a few of the aspects of Appalachian culture explored in Foxfire 4.'' Like its predecessors, the volume was compiled by high school students at Rabun Gap-Nacoochee School. Information on the cultural heritage of Appalachian Georgia was gathered with photographs and tape recorded interviews of long-time area residents. Much of the narrative is in the words of the natives themselves and folk humor and wisdom and the flavor of past years are captured in their reminiscences. Subjects discussed include directions for making berry buckets, cheese, sassafras tea, corn shuck chair bottoms, coffins, a still furnace, a dishrag from a gourd, and pine resin tar. A chapter on logging describes old time logging methods, training oxen, sawmills, logging camps, and modern logging. An introduction by Eliot Wigginton, the English teacher who initiated this cultural journalism program, tells of the progress of the Foxfire movement. An afterword by Richard M. Dorson provides references for other sources of folklore and folklife. Included in the appendix are a listing of the students and community contacts who produced this book as well as a list of periodicals and resource material about the Appalachian region. (DS)

wildlife safaris, nature trips, caravanning, horsepacking, cattle driving, caving, backpacking, archaeology/anthropology, overlanding, research expeditions, bicycle touring, wilderness survival); Air Adventures (ballooning, soaring, flying, hang gliding, parasailing/parachuting); Water Adventures (river rafting, canoeing, kayaking, sailing, windjamming, cruising, houseboating, research expeditions, nature trips); and Underwater Adventures (diving). Specific activities are organized geographically by continents and marine areas, then by countries, states, and provinces, where appropriate. There is a resource addendum for each activity which lists pertinent clubs, associations, rental agencies, and consultants. Indices organized by activity within geographical area and by trip operators provide for easy referencing. (SB)

ED 168 824 SE 026 870

Flick, George J.
Discover the Atlantic Ocean: An Exciting Coloring Book of Fish and Shellfish.
Virginia Polytechnic Inst. and State Univ., Blacksburg. Sea Grant Program.
Spons Agency-National Oceanic and Atmospheric Administration (DOC), Rockville, Md. National Sea Grant Program.
Report No.-VPI-SG-76-05
Pub Date-Sep 77
Grant-NOAA-04-4-158-40
Note-80p.
Available from-Sea Grant, Extension Division, Virginia Polytechnic Inst. and State University, Blacksburg, Virginia 24061 ($1.50)
Pub Type- Books (010) - Creative Works (030) - Guides - Classroom - Learner (051)
EDRS Price - MF01/PC04 Plus Postage.
Descriptors-*Art Activities, *Childrens Art, Elementary Education, *Environmental Education, *Marine Biology, *Science Activities, Science Education, Zoology

This coloring book contains pictures of more than 79 fish and shellfish found on the Atlantic Coast. Captions give information on habitats, behavior, or commercial uses of the species pictured. Indexes of both common and scientific names are given. (BB)

ED 168 370 HE 009 694

Adler, Dan L.
Governance and Collective Bargaining in Four-Year Institutions, 1970-1977. ACBIS Monograph No. 3.
Academic Collective Bargaining Information Service, Washington, D.C.
Spons Agency-Ford Foundation, New York, N.Y.
Pub Date-11 Sep 77
Note-52p.
Available from-Academic Collective Bargaining Information Service, 1818 R St., N.W., Washington, DC 20009
Pub Type- Reports - Research (143) - Numerical/Quantitative Data (110)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-*Collective Bargaining, *College Administration, *College Faculty, Decision Making, Faculty Promotion, Faculty Workload, *Governance, Higher Education, *Teacher Administrator Relationship, *Teacher Participation, Teacher Role, Teacher Salaries, Tenure

A followup survey was conducted in 1977 to determine faculty participation in institutional decision-making. The first survey was conducted in 1970 of about 1,000 colleges and universities. The resurvey design, administration, and scoring are described. In addition to the requested responses to 31 questions comprising the survey, requests were addressed to the institutions for information related to the decision to hold an election. Graphs are presented comparing control group institutions, collective bargaining groups, and no agent groups for 1970 and 1977 on the following practices: appointments; reappointments, non-renewals; promotions; tenure; faculty salary scales; individual salaries; curriculum; degree requirements; types of degrees; new educational programs; admissions; teaching assignments; department committee membership; academic discipline (students); selection of academic deans; selection of department chairperson; teaching load determination; and short term budget planning. It is concluded that all of the institutional groups under study have been successfully motivated to improve their governance roles, and that collective bargaining has failed to establish itself as a particularly effective medium for doing so. Intra-institutional changes over the period 1970-77 have followed a progressive course toward fuller faculty participation and responsibility in decision-making on matters that are essential components of academic life. A sample questionnaire and instructions and statistical data of results are appended. (SW)

ED 168 389 HE 011 030

Martorana, S. V. Brandt, Jeanne D.

State Legislation Relating to Higher Education, January 1, 1964 - December 31, 1964.

New York State Univ. System, Albany.
Spons Agency-Office of Education (DHEW), Washington, D.C.
Pub Date-66
Contract-OEC-4-99-063
Note-165p.
Pub Type- Legal/Legislative/Regulatory Materials (090) - Reports - Research (143) - Reports - Descriptive (141)
EDRS Price - MF01/PC07 Plus Postage.
Descriptors-Bond Issues, *Educational Finance, *Government School Relationship, *Higher Education, *Needs Assessment, *State Legislation, State Surveys, Student Financial Aid, Tuition

This is the eighth in a series of annual reports on the actions of state legislatures in providing higher education for their respective states. The first section consists of digests of the 1964 legislation relating to higher education considered by the 50 state and three territorial legislatures, including appropriations for current operations and capital improvements. The second section consists of analyses of the data, some general observations on the findings, and certain implications growing out of various proposals which the legislatures did not pass. It points out those areas of higher education to which legislatures gave considerable attention, and identifies gaps in public and legislative awareness and concern about some of the problems of higher education. Topics include: finances, bond issues, building programs, land acquisition and transfer, general financial procedures, government aid, institutional growth, tuition, student financial aid, admissions, personnel, administration, curriculum, and surveys and studies. A topical index to state documents and statistical data is included. (SW)

Sixth Annual Report of the State Commission on Postsecondary Education. A Report to the Governor and Legislature.

New Mexico State Board of Educational Finance, Santa Fe.; New Mexico State Commission on Postsecondary Education, Santa Fe.

Pub Date-78
Note-40p.
Available from-Board of Educational Finance/Commission on Postsecondary Education, 1068 Cerrillos Road, Santa Fe, NM 87503
Pub Type- Reports - Descriptive (141)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-College Programs, *Educational Coordination, *Educational Finance, Federal Programs, *Higher Education, Private Colleges, *State Boards of Education, State Colleges, *State Programs, State Universities, *Statewide Planning, Student Financial Aid, Student Loan Programs
Identifiers-*New Mexico

The planning and coordinating activities of the New Mexico State Commission on Postsecondary Education for the year July 1, 1977 through June 30, 1978 are described. The following areas are covered: funding recommendations, special studies, activities of the academic council, the year ahead, and statutory responsibility. Profiles of public and private colleges and universities and information on legislation relating to private and/or proprietary colleges are presented. Descriptive statistics are provided concerning: estimated operating expenditures, capital outlay projects approved during the year, inventory of academic programs at public institutions, inventory of academic majors at private institutions, fall term full-time equivalent college credit enrollment, and degrees awarded by New Mexico institutions of higher education. Brief descriptions are also presented on the following federal and special programs: Postsecondary Education Planning (Section 1201, 1203, Higher Education Act (HEA ; Financial Assistance for Improvement of Undergraduate Instruction (Title VI-A, HEA); Community Service and Continuing Education (Title I, HEA); New Mexico Student Incentive Grant Program (Title IC, HEA); Educational Information Centers Program (Title IV, HEA); New Mexico Medical Student Loan Program; New Mexico Osteopathic Medical Student Loan Program; Title I Projects in Progress in 1977-78; and Title I Projects Funded in 1977-78. (SW)

ED 168 425 HE 011 130

Family Contribution Schedule for the Basic Educational Opportunity Grant Program, 1978. Hearing Before the Subcommittee on Education, Arts and Humanities of the Committee on Human Resources, United States Senate, Ninety-fifth Congress, Second Session on Examination on the Family Contribution Schedule for the Basic Educational Opportunity Grant Program for Use in Academic Year 1979-80. September 28, 1978.

Congress of the U.S., Washington, D.C. Senate Committee on Human Resources.

Pub Date-28 Sep 78

Note-92p.; Not available in hard copy due to marginal legibility of original document

Available from-Superintendent of Documents, U.S. Government Printing Office, Washington, DC

Pub Type- Legal/Legislative/Regulatory Materials (090) - Numerical/Quantitative Data (110)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-Educational Finance, *Eligibility, Family Income, *Federal Aid, Federal Regulation, Financial Support, *Grants, Higher Education, *Parental Financial Contribution, Program Administration, *Student Financial Aid

Identifiers-*Basic Educational Opportunity Grants, *Family Contribution Schedule, National Assn Independent Colleges Universities, National Assn Student Financial Aid Administrators, Need Analysis (Student Financial Aid), Office of Education, Policy Statements

This hearing before the U.S. Senate considered the proposed family contribution schedule for the Basic Educational Opportunity Grants Program. The schedule determines student eligibility for the Basic Grant program and establishes the degree of financial need for each Basic Grant applicant. After opening comments by Senator Pell, Leo Kornfeld, speaking for the U.S. Office of Education, briefly outlined the progress of the program during the five academic years it has been in operation and described the proposed changes in the family contribution schedule for the 1979-80 academic year. Statistical data and an excerpt from the Federal Register'' on the family contribution schedules are part of his presentation. Dallas Martin presented the positions of the National Association of Student Financial Aid Administrators on the proposed schedule. John Phillips of the National Association of Independent Colleges and Universities offered some general observations about the essential nature and purpose of these proposals. Additional information includes communications on the schedule and statistical data on student funds. (SW)

Perry, Larry S.
A Bibliography on Women. Bibliographic Series No. 34.
Arkansas Univ., Fayetteville. Mullins Library.
Pub Date-78
Note-10p.
Pub Type- Reference Materials - Bibliographies (131) - Collected Works - Serials (022)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Females, Feminism, Government Publications, *Library Materials, *Reference Materials, Serials, University Libraries

The information sources on women which are listed were selected from the holdings of the Arkansas University library. Materials are grouped by type and include almanacs and documentaries, bibliographies, biographical sources, library book catalogs, directories, guides and handbooks, literature and literary criticism sources, newspapers and newspaper indexes, pamphlets, selected periodicals, periodical indexes and abstracts, and U.S. government documents. A section devoted to sources on women's equal rights is also included. Full bibliographic citations with call number are included for all listings except periodicals, newspapers, and the indexes and abstracts, for which holdings and call number are given. Some citations are annotated. (MBR)

Willis, John A.
The Use of Instructional Television in West Virginia Elementary Schools. 1977-78.
West Virginia State Dept. of Education, Charleston. Bureau of Planning, Research, and Evaluation.
Pub Date-Oct 78
Note-50p.
Pub Type- Reports - Research (143)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*Diffusion, *Educational Television, *Elementary Education, Equipment Maintenance, Program Evaluation, Public Schools, *Public School Teachers, *Use Studies

A survey of teachers in West Virginia county school systems which cooperate with a public television station in the scheduling and broadcasting of instructional television (ITV) addressed three questions: (1) What is the magnitude of ITV implementation and utilization? (2) How is ITV used by elementary teachers? (3) What problems are there in using ITV in elementary schools? Description and discussion of the population surveyed and the questionnaire used are followed by a report on the survey findings, including implementation and hardware issues; utilization levels in grades and classroom settings, classtime used for ITV, and programs watched; teachers' reasons for not using ITV and their suggestions for improving ITV use; and conclusions and implications of the findings for extending ITV use in West Virginia. (Author/CMV)

ED 168 575 IR 007 116

Sixth New Zealand Computer Conference (Auckland 78). Volume II, The Proceedings.

New Zealand Computer Society, Auckland.
Pub Date-78
Note-158p.; Not available in hard copy due to small type size of original document; For related document, see IR 007 115
Available from-New Zealand Computer Society, National Executive Office, P.O. Box 2123, Wellington (Vol. I $6.00 and Vol. II $4.00)
Pub Type - Speeches/Meeting Papers (150)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-Communication (Thought Transfer), Computer Assisted Instruction, Computer Oriented Programs, *Computers, *Computer Science, Dial Access Information Systems, Electronic Data Processing, Information Networks, Information Processing, *Information Systems, Programing Languages, *Technological Advancement, Telecommunication

Speeches made by five keynote speakers, summaries of five forum sessions, and one paper are included in this collection of presentations at a conference on the application of computer technology in New Zealand. The keynote addresses include Analysis of Key Factors for Motivation of Data Processing Professionals,'' by J. Daniel Couger; Communication is a Two Way Process,'' by Dr. Brian Cox; Computers and Communications,'' by Sandy Douglas; What Is To Be Done?'' by Sidney Michaelson; and New Directions in Data Processing,'' by H. Wayne Nelson. Forum sessions discussed education, plans for the next conference, user aspects of terminal design, selection of a computer manager, and telecommunications. The additional paper, by Owen Hanson, discusses Choosing Between Sequentially and Indexed-Sequentially Organised Files for Sequential Processing.'' (JEG)

ED 168 596 IR 007 158

Sigfusson, Lois O. I.

Projected Service Preferences of Secondary School Teachers.

Pub Date-Oct 78

Note-77p.; Some tables and Appendix A may not reproduce clearly due to small type size ; M.L.S.; University of Minnesota

Pub Type- Reports - Research (143) - Dissertations/Thesis (040)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors-Bibliographies, *Instructional Media, *Library Services, Literature Reviews, Questionnaires, Research Methodology, *School Libraries, Secondary Education, *Secondary School Teachers, Tables (Data), Teacher Characteristics

Identifiers-*Manitoba

A mail questionnaire was sent to the 64-member teaching staff of the Lord Selkirk Regional Comprehensive High School, in order to determine their preferences for school media services. A related area of interest in the investigation was the determination of the relationship between teacher characteristics (e.g., sex, age, subject area taught, educational attainment, and extent of teaching experience) and teacher preferences for media services. The findings of the study, documented by tables of data, are provided, as well as a review of related literature and a description of the research methodology. Appendices include the questionnaire used in the study and sample correspondence. (JD)

ED 168 636 JC 790 217

Creamer, Don G. Clowes, Darrel A.
Student Development: Mainstream or Penumbra?
Pub Date- 78
Note-28p.
Pub Type- Opinion Papers (120)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Access to Education, Ancillary Services, Community Colleges, Compensatory Education, *Curriculum Development, *Developmental Programs, *Educational Trends, General Education, *Junior Colleges, Nontraditional Students, Program Development, Remedial Instruction

Developmental studies programs are a reality in many colleges and universities, and where they do not now exist, the likelihood of their presence in the near future is high. Student developmental programs are a key ingredient within institutional resources to improve chances of success for students in developmental studies. Student development is not a student personnel program. It is a set of educational practices, grounded in developmental education theory, designed to marshal all available resources within an institution into a process which will produce a predictable result self-sufficiency in students. Both developmental studies and student development programs should move from the penumbra of college curricula to the mainstream. Pivotal issues which bear upon the probability of success in developmental studies include creating a condition of critical mass, the significance of residential settings, and the centrality of self-sufficiency in developmental education. Student development/developmental studies programs which can be adapted to specific campus environments and characteristics of the developmental studies program and its students include: (1) the Self-Assessment Laboratory, (2) the Life Planning Center, (3) the Curriculum Planning Laboratory, (4) the Human Development Curriculum, (5) an Interdivisional Counseling Network, and (6) the Environment Assessment Laboratory. (Author/MB)

ED 168 655 JC 790 240

Smith, R. Kent, Ed. Pinette, Clayton A., Ed.

Forum for Reading: The Journal for Two-Year College Reading Teachers. Volume 6, No. 1, November, 1976.

Pub Date-Nov 76

Note-39p.; Journal prepared by the International Reading Association's Special Interest Group for Two-year Colleges

Pub Type- Journal Articles (080) - Guides - Classroom - Learner (051) - Reports - Descriptive (141)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-Community Colleges, *Junior Colleges, Performance Contracts, Reading Comprehension, *Reading Improvement, *Reading Instruction, Reading Material Selection, *Reading Programs, Remedial Reading Programs, Study Skills

Six articles concerning college reading instruction are presented in this special interest journal. Chester Tillman and A. Garr Cranney offer informal guidelines for evaluating commercially produced reading improvement materials in terms of their purpose, educational and psychological factors which affect appropriateness for a class, cost, and instructional staff attitudes. In the second article, Charlene Z. Holler presents an exercise worksheet to facilitate student evaluation of graphic aids in terms of comprehension of concepts, theories, or problems presented. Anne L. Mason reviews the use of the learning contract as a practical instrument for helping a teacher individualize a reading program. Janell B. Lang presents a form which can aid students in analyzing periodical literature related to their career program. Next, Bruce A. Lloyd describes a reading improvement program for mature adults designed to increase reading speed, comprehension, and vocabulary knowledge as a basis for continuing education and training. In the final article, Nancy Krighaum and Archie Davis describe a college reading and study skills course with an open enrollment policy which enables the student to receive help when needed. (MB)

ED 168 750 RC 011 133

Sher, Jonathan P.

Revitalizing Rural Education: A Legislator's Handbook.

National Conference of State Legislatures, Washington, D.C.; National Rural Center, Washington, D.C.
Spons Agency-National Inst. of Education (DHEW), Washington, D.C.
Pub Date-Sep 78
Note-48p.; Parts may be marginally legible due to small print
Pub Type- Reports - General (140)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*Consolidated Schools, Delivery Systems, Educational Finance, Educational Legislation, *Educational Quality, *Legislators, Needs Assessment, Rural Areas, *Rural Schools, Rural Urban Differences, Rural Youth, School Community Relationship, *School District Autonomy, School District Spending, School Personnel, School Size, State Aid, State Legislation, *State School District Relationship, Teacher Education, Teacher Salaries

Rural education trends and issues confronting state legislatures are examined in this handbook of narrative as well as statistical tables. Designed to provide state legislators with information they need to better understand rural implications of statewide education reforms, the handbook presents a range of legislative alternatives in key areas. Chapters embody five basic guidelines for rural school reform: respect for primacy of local circumstance; expansion and strengthening of bonds between school and community; more equitable balance between outside regulation and local control; treatment of structural and substantive reforms as separate and distinct issues; capitalizing on strengths of rural schools as well as correcting deficiences. This report to state legislators contains the following chapter focuses: (1) overview of rural America and its schools in terms of demographic, economic, and educational factors; (2) school/school district organization in sparsely populated areas, with emphasis on the consolidation movement; (3) school finance issues with special relevance for U.S. rural areas: (4) background information on personnel issues in rural education (teacher salaries, training programs); (5) delivery of educational services and development of educational programs appropriate for rural communities. Specific legislative alternatives are presented in chapters two to five. (RS)

ED 168 768 RC 011 246

Cosby, Arthur G. Picou, J. Steven

Social Inequality and Educational Achievement in Rural America.

Texas A and M Univ., College Station. Texas Agricultural Experiment Station.

Spons Agency-Department of Agriculture, Washington, D.C.; National Inst. of Education (DHEW), Washington, D.C.

Pub Date-Apr 79

Grant-NIE-G-76-0072

Note-21p.; Publication contributes to USDA Cooperative State Research Service Southern Regional Project 2-114, Defining and Achieving Life Goals: A Process of Human Resource Development''; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, California, April, 1979)

Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Academic Achievement, Adolescents, Aspiration, Blacks, *Career Choice, Caucasians, *Comparative Analysis, *Educational Attitudes, Educational Background, Educational Status Comparison, Females, Males, Marital Status, Objectives, *Occupational Aspiration, Place of Residence, Rural Areas, Rural to Urban Migration, *Rural Youth, Social Background, Young Adults

Identifiers-*United States (South)

Career and career related preference expressed by a number of rural Southern high school youth were found to moderately predict their early adult behaviors. Preferences for post high school education were the dominant influence and single best predictor of subsequent educational attainment. Moderate linkages were also found to exist between preferences for early marriage, residence, and military service with the corresponding early adult behavior. These findings resulted from a study of a broad population of rural Deep South youth over a six year period. Three sets of social surveys followed the same individuals from the high school sophomore year in 1966 into young adulthood, four years past high school. Responses were gathered on career preferences, educational aspiration, marriage plans, and fertility and residential expectations, with the final phase of the survey seeking data on actual educational and residential attainment, marital status, and fertility. Whether male or female, Black or White, an overwhelming number of the rural youth shared the American success dream of high educational attainment and career preference. Blacks, however, consistently were less likely to enact their preferences, due to such possible causes as differential opportunity, barriers, knowledge and racism. Black rural students were more likely at both the senior year and early adult period to hold residential preferences (in effect migration preferences) to urban residences. (DS)

Etnyre, Dennis
A Select Bibliography of Environmental Education Materials.
Spons Agency-Upper Mississippi River ECO-Center, Thomson, Ill.
Pub Date-76
Note-45p.; Not available in hardcopy due to extensive use of colored paper in original document
Available from-Upper Mississippi River ECO-Center, Thompson, Illinois 61285 ($1.00)
Pub Type- Reference Materials - Bibliographies (131)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-*Audiovisual Aids, *Books, Cooperatives, Educational Equipment, Educational Games, *Educational Resources, *Environmental Education, Experiential Learning, *Instructional Materials, Learning Modules, *Outdoor Education, Pamphlets

All materials in the Upper Mississippi River ECO-Center bibliography are classified by Dewey Decimal number, so the listings for each section are organized in ascending order by Dewey number, and within Dewey classification, are roughly alphabetical by author. The bibliography includes some 400 citations with sections on books, curriculum aids, audio-visual aids, kits, and games and other materials. Entries for most items include the title and author or publisher. Some entries have a level indicator, publication date, material type, and duration (for films). There is a list by Dewey number of the areas covered by the Center's pamphlet file. A classification index indicates which kind of educational material is available for each Dewey classification. Appendices include lists of sources of free loan film catalogs and environmental education curriculum materials; an annotated list of ECO-Center curriculum materials; an index of free and inexpensive curriculum materials; and a list of equipment for loan from the ECO-Center. (SB)

ED 168 285 EC 114 409

Nesbitt, John A.

Professional Advocacy at the National Level in Physical Education and Recreation for Handicapped Children. 1976-77 Report of the President of the National Consortium on Physical Education and Recreation for the Handicapped.

Iowa Univ., Iowa City. Recreation Education Program.

Spons Agency-Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.

Pub Date-77

Grant-G007501219

Note-81p.; For related information, see ED 132 793-803; ED 143 176; ED 154 593; EC 114 401-408; Best copy available

Pub Type- Reports - Descriptive (141)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors-*Child Advocacy, Handicapped, *Handicapped Children, *National Organizations, *Physical Education, *Recreation

Identifiers-*NCPERH Program

The last in a series of reports (EC 114 401-409) on recreation for handicapped persons reviews the history and current role of the National Consortium on Physical Education and Recreation for the Handicapped (NCPERH), a national advocacy organization. Information on advocacy in the national scene covers such aspects as the White House Conference on Handicapped Individuals, the U.S. Senate Subcommittee on the Handicapped, the President's Commission on Olympic Sport, and the National Recreation and Park Association. Committees, officers, and activities of NCPERH are described. The bulk of the document is composed of 10 appendixes, including agendas of board meetings and conferences. (CL)

ED 168 306 FL 010 125

Clarkson, William M.

Spanish Language Materials for the Spanish Speaker: An Overview of the State of the Art.

Pub Date-78
Note-24p.; Paper presented at the joint Conference of SCOLT, TFLA and TEXTESOL (San Antonio, Texas, October 1978)
Pub Type- Information Analysis (070) - Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Annotated Bibliographies, Bilingual Students, Composition Skills (Literary), Cultural Education, Grammar, Higher Education, *Language Instruction, *Language Skills, Native Speakers, *Reading Instruction, Secondary Education, *Spanish, *Spanish Speaking, Tape Recordings, Teaching Methods, *Textbooks, Vocabulary, Writing Skills

The field of Spanish language instruction for bilingual Chicanos has been an area of pedagogical neglect within most college and university language departments. In the past, teachers wishing to implement a significant modification in their approach and methodology found the task virtually impossible because of a scarcity of commercially prepared materials. The recent appearance of several titles on the commercial market indicates that this trend of neglect may be drawing to a close. This paper reviews eight of these works which represent a cross section of the pedagogical approaches as well as a large portion of the currently available Spanish language textbooks for the Spanish speaker. The literature reviewed includes books by Paulline Baker, Marie Esman Barker, Fidel de Leon, Rosa Kestelman, Susan Maiztegui, Lequerica de la Vega, Sara and Carmen Salazar Parr, Guadalupe C. Quintanilla, James B. Silman, Guadalupe Valdes Fallis and Richard V. Teschner. For each of the books there is a description and analysis of the contents. (Author/AMH)

ED 168 330 FL 010 164

Asian Pacific Perspectives. The Chinese American: Inscrutable to Some.

Los Angeles Unified School District, Calif.
Pub Date-77
Note-99p.; For related documents, see FL 010 144, 150, 165-168
Available from-Publications Unit, Los Angeles Unified School District, 450 N. Grand, Rm. G230, Los Angeles, California 90012
Pub Type- Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC04 Plus Postage.
Descriptors-Chinese, *Chinese Americans, *Chinese Culture, Cultural Awareness, *Cultural Background, *Cultural Education, Elementary Education, *Ethnic Groups, History Instruction, Immigrants, *Minority Groups, Social Values
Identifiers-*KEYS Project, Knowledge of English Yields Success Project

These instructional materials on Chinese Americans for elementary students were developed through the K.E.Y.S. project (Knowledge of English Yields Success). The contents include a social introduction,'' which emphasizes the fact that the Chinese American is not a foreigner; information about immigration; Chinatown; jobs and income; language skills; three Chinese American approaches to life; and cultural practices, including foods, names, celebrations, religion, proverbs, and greetings. Resource guides describe the purpose of the unit, how to use the guide and instructional materials, traditional and modified customs, and suggested activities. Resource guides include: Chinese New Year, Teacher's Resource Guide for Booklet''; Dragon Boat Festival, Teacher's Resource Guide for Booklet and Poster''; Little May's Family, Teacher's Resource Guide for Booklet'', and The Magic Brush, Teacher's Resource Guide for Filmstrip.'' Activity units list concepts and/or skills involved, materials, procedure, suggested activities, and additional information. Activity units are on: Butterfly Treats, Catching the Dragon's Tail, Chinese Jump Rope, Dauh-Sa Baau (Sweet Bun), Dragon Boat, Dragon Head, Gung Jai (Doll), Happy New Year Song, Jingle Bells (Cantonese), Joong Ornament, Li See (Red Envelope), Merry Christmas Song, Narcissus Flower, New Year Scroll, Paper Lantern, Peach Blossom Scroll, Peanut Crunchies, Pyramid of Oranges and Tanerine, and Ribbon Dance. (SW)

ED 168 675 PS 010 301

Milner, Nancy Ross And Others

Psychological Education Group Methods Guide: Developmental Level 4-6.

Georgia State Dept. of Education, Atlanta.; Missouri Univ., Columbia. Coll. of Education.
Spons Agency-Office of Education (DHEW), Washington, D.C.
Pub Date-Jun 77
Grant-G00750039
Note-171p.
Pub Type- Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC07 Plus Postage.
Descriptors-*Affective Objectives, Elementary Education, *Group Discussion, Group Dynamics, *Humanistic Education, Human Relations, *Individual Development, Instructional Materials, Interaction Process Analysis, *Interpersonal Competence, Personal Growth, Self Concept, *Sensitivity Training
Identifiers-*Groups for Psychological Education

The Groups for Psychological Education program presented in this Leader's Guide was designed to encourage the development of effective interpersonal skills and self-understanding of fourth, fifth, and sixth grade children through the use of small group sessions. The first three chapters of the guide describe the program and present some of the preliminary organizational activities necessary for its introduction in the classroom. The next three chapters present the content of the three major sequential seminars on which the program is based. The content of Seminar I, Communication Training, is organized into 10 group meeting plans, each of which includes a description of goals, developmental objectives, performance objectives, materials and resources needed, procedures, adaptations, and evaluation techniques. The content of each group meeting plan is presented in detail. A similar organization is used for Seminar II, Understanding Behavior, and for Seminar III, Changing Behavior. The appendices to the guide describe the organizational framework of the program and present the goals and objectives of the seminars for each of three levels of mastery. The bibliography includes a list of references and a list of commercial materials used in the program. (BD)

Gutmann, Arlyne J. Turnure, James E.
Mothers' Production of Hand Gestures While Communicating with their Preschool Children Under Various Task Conditions.
Spons Agency-Minnesota Univ., Minneapolis. Graduate School.
Pub Date-Apr 79
Grant-16-P-56810/5-17
Note-29p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, California, April 8-12, 1979)
Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*Adjustment (to Environment), Age Differences, Communication Skills, *Language Development, *Mothers, *Nonverbal Communication, *Preschool Children, Sex Differences
Identifiers-*Hand Gestures

This study investigates hand gesturing behavior produced by mothers communicating with their first born 2- to 3-year-old children and their 4- to 5-year-old children. Thirty-two mother-child pairs were assigned to groups balanced equally for age and sex. After it was confirmed that the older children produced longer utterances, the mother-child pairs were given four randomly ordered tasks designed to measure gesture production. The tasks included a description of a grocery shopping event, a storytelling task, an object description task, and a toy manipulation task. The first two minutes of each task were videotaped and analyzed for frequency and type of gestures produced. The results indicated that task and age significantly influenced the frequency of all gesture types produced. The object description task evoked the most gestures and the toy manipulation task evoked the least. Mothers of older children tended to produce more gestures and more complex types of gesture than mothers of younger children, indicating that they were making developmental adaptations in their gesture behavior while communicating with their children. Further investigations of the development of nonverbal forms of communication and of the relationship between verbal and nonverbal systems are necessary to provide a basis for detecting communication deviance and delay and developing programs to teach nonverbal skills to language impaired children. (Author/RH)

Iverson, Barbara K. Walberg, Herbert J.

Home Environment and Learning: A Quantitative Synthesis.

Illinois Univ., Chicago. Chicago Circle Campus.
Spons Agency-National Inst. of Education (DHEW), Washington, D.C.; National Science Foundation, Washington, D.C.
Pub Date-Apr 79
Grant-NIE-6-78-0090; Pub Type- Speeches/Meeting Papers (150) - Reports - Research (143)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-*Correlation, Ecological Factors, Elementary School Students, *Family Environment, *Family Influence, *Learning, Secondary School Students, Social Influences, Socioeconomic Status, *Statistical Analysis, *Statistical Studies
Identifiers-*Research Synthesis

The purpose of this analysis is to provide an estimate of the mean correlation of home environment measures with learning measures across studies and to indicate sample and study characteristics associated with different magnitudes of correlation. University of Chicago studies of behavioral processes and British investigations of parental experiences and attitudes and material conditions in the home were analyzed to determine if the studies differ in predictive validity. From a systematic search of educational, psychological, and sociological literature, 18 studies of 5,831 first through twelfth grade students in eight countries over a 19-year period were selected. Eight items of information were recorded for each correlation: the size, age, sex, and socioeconomic status of the sample; the home assessment and learning measures employed; Chicago or British research school; and type of correlation. It was found that correlations of intelligence, motivation, and achievement with indexes of parent stimulation of the student in the home are considerably higher than those with indexes of socioeconomic status (SES). Specifically, the median of 92 simple correlations of home environment and learning is .37 (with a range of .02 to .82) and the median of 62 multiple-regression-weighted composites is .44 (range .23 to .81). Jackknifed regression estimates indicate that the gender and SES of the sample condition the sizes of the correlations and suggest priorities for future primary investigations. (Author/RH)

ED 168 534 IR 007 052

Hugdahl, Edward O.
Distance Learning in Music Through the Teleconferencing Principle: A Six-Year Experience in Wisconsin on a State-Wide Basis.
Pub Date-78
Note-15p.; Appendices not included because of illegibility
Pub Type- Reports - Descriptive (141)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Instructional Media, *Music Education, Music Techniques, *Telephone Communication Systems, *Telephone Instruction
Identifiers-*Distance Learning, Teleconferencing

A unique two-way, interactive aural communications system operated by the University of Wisconsin-Extension and serving over 100 locations throughout the state is described and its application to distance music education is explained. A brief survey of telephone use in education is presented, as well as studies relating the effectiveness of distance learning. The concept of teleconferencing in bringing music instruction to a widely dispersed audience, allowing for the simultaneous distribution of music programs, is deemed one of the strong points of the Wisconsin system. (RAO)

ED 168 825 SE 026 891

Shapley, Willis H. And Others

Research and Development in the Federal Budget, FY 1978.

American Association for the Advancement of Science, Washington, D.C.

Report No.-AAAS-Pub-77-5

Pub Date-77

Note-157p.; For related document, see ED 132 047 ; Some small type may be marginally legible

Available from-American Association for the Advancement of Science, 1515 Massachusetts Ave., N.W., Washington, D.C. 20005 ($5.00)

Pub Type- Reports - Evaluative (142)

EDRS Price - MF01/PC07 Plus Postage.

Descriptors-*Budgets, Federal Aid, *Federal Government, *Financial Support, *Program Budgeting, Research, Research Opportunities, Science Education, Sciences, *Scientific Research

The federal government's budgeting process for allocating resources to research and development (R&D) is described. The report includes: (1) a review of the genesis of the FY 1978 budget; (2) a brief look at the overall budgets for FY 1978; (3) a description of the policies underlying the R&D budgets for FY 1978; (4) a discussion of the future outlook for R&D budgets; (5) a proposal for how R&D budgets should be made; and (6) a picture of the workings of Congress as they relate to R&D budgeting. (BB)

ED 168 350 FL 010 203

Greek: A Guide to the Spoken Language.
Department of Defense, Washington, D.C.
Report No.-TM-30-350
Pub Date-76
Note-65p.; Not available in hard copy due to small print
Available from-Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (Stock No. 008-020-00363-8; $1.05)
Language-English; Greek
Pub Type- Guides - Classroom - Learner (051)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-*Autoinstructional Aids, *Communicative Competence (Languages), Conversational Language Courses, *Greek, *Language Guides, Language Instruction, *Language Skills, *Pronunciation Instruction, *Second Language Learning, Speech Communication, Standard Spoken Usage, Travel, *Vocabulary Development

This Greek language guide is of assistance in carrying on simple conversations in Greek and is used in conjunction with records. All the words and phrases are written in a simplified spelling which is read like English. Useful words and phrases include greetings and general phrases, location, directions, numbers, asking for the name of something, asking for things, money, time, and other useful phrases. Additional expressions are included that the learner should be able to pronounce without hearing them. The learner will also be able to form sentences of his own by using the section called fill-in sentences.'' Important signs that the learner/tourist will want to recognize and an alphabetical word list are included. (SW)

ED 168 445 HE 011 167

Smith, Alfred G. And Others

Cognitive Styles in Law Schools.

Pub Date-Mar 79
Note-178p.
Available from-The University of Texas Press, Austin, TX 78712 ($9.95)
Pub Type- Books (010) - Reports - Research (143) - Tests/Questionnaires (160)

Document Not Available from EDRS.

Descriptors-*Cognitive Style, Communication Skills, Educational Research, Evaluation Methods, Graduate Students, Higher Education, *Law Schools, *Learning Modalities, *Legal Education, Professional Education, Student Characteristics, Student Evaluation, Verbal Ability
Identifiers-*Law Students, Outcomes

Differences in cognitive styles were studied in a selected group of over 800 students at 20 law schools throughout the U.S. Two major styles are identified in this book: that of the monopath, who follows a single route of established principles and procedures, and that of the polypath, who takes many routes, as circumstances suggest. A battery of both new and standard tests was administered to both law students and their professors to investigate differences in cognitive style and their relationships to self-image, anxiety, and academic achievement. This also revealed differences in prevailing styles at different law schools. The research format developed in this study is applicable to the professions of medicine, education, social work, and others in which cognitive and communication styles play a central role in determining outcomes. Appended to the book are: the research questionnaire; a test called Oral Solution of Verbal Problems;'' and Authorization Statements A and B, for student permission of administrative release of final course grades. A bibliography with nearly 100 entries is also included. (LBH)

ED 168 465 IR 006 913

Berthold, Carol A. Ford, Barbara J.

Reaching the Undergraduate with Government Publications: A Case Study in Bibliographic Instruction.

Pub Date-77

Note-13p.

Pub Type- Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Classroom Research, *Government Publications, Higher Education, *Library Instruction, Library Research, *Undergraduate Students, *Use Studies

A documents librarian and a communication instructor attempted to promote the use of government publications by providing bibliographic instruction as an integral part of an argumentation course in the Department of Communication and Theatre at the University of Illinois at Chicago Circle. Specialized lectures related to the needs of the particular class and the topics chosen by students for assigned research project were presented by library faculty. Lectures covered general library usage, types of government publications and access tools, and search strategies for individual student topics. Students were asked to complete a questionnaire at the completion of their projects. Their responses indicated that the lecture and question and answer sessions were successful in providing sufficient information and encouraging student use of government publications, as well as some use of these materials in other courses. An analysis of the sources cited by the students in their final projects is provided, and some implications of this type of bibliographic instruction are considered. (JVP)

McKee, Elizabeth Chadbourn
Selected Reference Sources for Education: Except Higher Education. Bibliographic Series No. 35.
Arkansas Univ., Fayetteville. Mullins Library.
Pub Date-78
Note-8p.
Pub Type- Reference Materials - Bibliographies (131) - Collected Works - Serials (022)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Education, *Library Materials, *Reference Materials, Statistical Data, University Libraries
Identifiers-*Arkansas, ERIC

The information sources on education which are listed were selected from the holdings of the Arkansas University library. Abstracts and indexes, bibliographies, dictionaries, encyclopedias and handbooks, dissertation and thesis sources, and style manuals are listed by material type. The ERIC indexes and thesaurus, and sources for statistical data and Arkansas education information are listed separately. Full bibliographic citations with call number are given for all items except indexes and abstracts, for which library holdings and call number are given. Several items are annotated. (MBR)

ED 168 513 IR 007 010

Schwarz, Philip J.
Locally Generated Title Derivative Indexing in Academic and Public Libraries: A Survey of Current Practices.
Pub Date-Dec 77
Note-31p.
Pub Type- Reports - Research (143)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*Academic Libraries, *Automatic Indexing, Costs, Information Retrieval, Information Systems, Methods, *Public Libraries
Identifiers-Keyword Out of Context

A library survey to examine and analyze locally generated title derivative keyword indexing in academic and public libraries and its findings are presented. The project was organized in two phases. The first attempted to identify successful title derivative indexing programs through a literature review, correspondence with individuals known to be working with such systems, and through notices placed in professional library journals. Phase two involved study of 10 derivative indexing programs chosen to represent those institutions working with a variety of applications, those using the technique for a unique application, and those with unique computer programs. Findings indicate that title derivative indexing was prompted by failure of the local institution to provide adequate bibliographic control of the collection in question because of high acquisition rates, and long length of processing time between receipt of materials and availability to patrons. The keyword-out-of-context as opposed to keyword-in-context technique was most utlized. Problems with KWOC Title derivative indexing include inadequacy of some titles, and use of a variety of terms to describe common subjects. Non-word lists e.g., articles, prepositions were also employed to exclude non-descriptive terms. Index structure and format are described, along with discussions of costs, computer programs, user acceptance, and advantages and disadvantages. Appendices include a list of institutions utilizing title derivative indexing. (Author/MBR)

ED 168 555 IR 007 089

Wood, Rulon Kent

Using Media Centers in Education. The NATUL Project. Teacher Use of Library Media Centers in the Future: A National Needs Assessment by Use of Delphi-Fault Tree Analysis for Instructional Development.

Utah State Univ., Logan. Merrill Library and Learning Resources Program.

Pub Date-Oct 76

Note-221p.

Pub Type- Reports - Research (143)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-Educational Development, *Facility Utilization Research, Information Utilization, *Instructional Materials Centers, Media Specialists, *Needs Assessment, Planning, *Public School Teachers, Questionnaires, Resource Centers, Teaching Skills, Use Studies

Identifiers-*Instructional Development

This study was designed to arrive at a possible consensus of expert opinions as related to teacher use of library media centers in American public education, and to analyze the essential teacher skills and knowledge suggested by the experts through this systematic methodology. This provided a national needs assessment to serve as a basis for future instructional development in the area of effective teacher use of library media centers. Delphi and Fault Tree analysis were used in combination as the systematic methodology. A 58-item checklist was created from the Delphi phase of the study and the initial input from the national panel of experts was used to qualify a fault tree. The prime strategic path for effective teacher use of library media centers was determined to be ineffective use of existing learning resources because of failure to use production specialists effectively. The function of the production specialist was defined as using the specifications developed in the design function either to create resources or to locate appropriate existing materials. Other areas of study included inservice training, specifications of learning objectives, effective use of reference books, goals and policies about roles and purposes, evaluation, and selection of learning resources. (Author/JEG)

ED 168 597 IR 007 160

Meacham, John A.
Research on Remembering: Interrogation or Conversation, Monologue or Dialogue?
Pub Date-Aug 78
Note-20p.
Pub Type- Reports - Descriptive (141) - Reports - Research (143)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Bibliographies, *Interaction Process Analysis, Interpersonal Relationship, *Memory, Psychology, *Research Methodology
Identifiers-*Dialectical Approach

The implications of the dialectical perspective for research methodology are reviewed and illustrated with examples from research on memory and memory development. Three conversations or dialogues are described: within the researcher, between the researcher and the research participants, and between the researcher and social-historical context. It is suggested that traditional research methodology can be strengthened by embedding it within these dialogues, thus giving greater emphasis to creativity and meaningfulness of research, to the protection and interests of research participants, and to the social responsibilities of the researcher. (Author)

ED 168 618 JC 790 192

McElroy, Linda Jeanne Rupp
Community College Services for Hearing Impaired Students in Arizona.
Pub Date-13 Jan 79
Note-25p.
Pub Type- Reports - Descriptive (141) - Reports - Research (143)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Aurally Handicapped, Community Colleges, Counseling Services, Deaf, Deaf Interpreting, *Handicapped Students, *Junior Colleges, Junior College Students, Sign Language, Special Classes, *Special Services, *Student Personnel Services, Tutoring
Identifiers-*Arizona, Note Taking

In view of the lack of information on special programs for the hearing impaired in Arizona community colleges, a survey, based on the exemplary special programs at the University of Arizona and at Pima Community College, was sent to the 15 community colleges in the state. The survey investigated the following areas: the program supervisor, the number of hearing impaired students at the school, methods used in attracting and informing students with regard to special services, whether or not services such as interpreting, notetaking, tutoring, special counseling, and sign language courses were offered, how many students were involved in each of the programs, and future plans. Most (i.e., six) of the nine colleges that provided useful information were able to provide statistical information about their hearing impaired students; two of these, however, had no such students. Students at five colleges utilized interpreters; notetakers were provided at four schools; five schools offered tutorial services; one college offered special classes for the hearing impaired; special counselors were provided by three colleges; and three colleges had sign language courses. Recommendations based on the study are included and appendices contain a list of consultants at the colleges surveyed, the survey instrument and results, and a bibliography. (MB)

ED 168 656 JC 790 241

Pinette, Clayton A., Ed. Smith, R. Kent, Ed.
Forum for Reading: The Journal for Two-Year College Reading Teachers. Volume 6, No. 2, April, 1977.
Pub Date-Apr 77
Note-45p.; Journal prepared by the International Reading Association's Special Interest Group for Two-year Colleges
Pub Type- Journal Articles (080) - Reports - Descriptive (141) - Reports - Research (143)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Community Colleges, Developmental Programs, Group Experience, *Junior Colleges, Memory, Paraprofessional Personnel, *Predictive Measurement, Predictor Variables, Reading Comprehension, *Reading Instruction, *Reading Programs, Remedial Reading Programs, Student Motivation, *Teaching Techniques

Five articles concerning college reading instruction are included in this special interest journal. Karen L. Pelz, William E. Pelz, and David L. Stritmater present a study of input sequence, exposure, and modality effects on recognition memory, which revealed that students who read assignments and attended lectures performed better on tests on the material than those who did only one or the other and that those who read the assignment before attending the lecture did better than those who attended the lecture first. In a second paper, Harriet Shenkman discusses the use of a classroom learning method to overcome students' lack of motivation. The Check, Convince, Conclude'' approach entails instructor modelling of a skill to be learned in sequential individualized, paired, small group, and whole class experiences. Bernard W. Fuhr and Faye Curran present a model for accountability assessment for developmental education using the college entrance test scores to predict a base or minimum grade and the grade-point scale to measure outcome. Bernard H. Levin, Lila Foster, and Lloyd A. Leake present a study using the Nelson-Denny reading test as a predictor of community college English and psychology grades. Results indicate that the test scores correlate positively with final grades. In the final article, Karen Miller and Mary J. Henning describe a successful program to train and use reading paraprofessionals in the community college. (MB)

ED 168 733 PS 010 580

Ruopp, Richard And Others
Children at the Center: Summary Findings and Their Implications. Final Report of the National Day Care Study, Volume I.
Abt Associates, Inc. Cambridge, Mass.
Spons Agency-Administration for Children, Youth, and Families (DHEW), Washington, D.C.
Pub Date-Mar 79
Contract-HEW-105-74-1100
Note-328p.; Parts marginally legible due to small type
Pub Type- Books (010) - Reports - Descriptive (141) - Reports - Evaluative (142)
EDRS Price - MF01/PC14 Plus Postage.
Descriptors-Child Care Centers, Classroom Environment, *Cost Effectiveness, Day Care Programs, *Day Care Services, Early Childhood Education, Federal Programs, *Federal Regulation, Minority Group Children, Models, National Surveys, Operating Expenses, *Policy Formation, *Preschool Children, *Program Effectiveness, Research Methodology, Sampling, Student Characteristics, Teacher Qualifications
Identifiers-*National Day Care Study

This volume presents a summary of the methods, findings and recommendations for federal policy of the National Day Care Study (NDCS), a 4-year study of the effects of regulatable day care center characteristics on the quality and cost of day care for preschoolers. Chapter I describes current day care services and the history of federal involvement to the present. Chapter II presents the major policy issues addressed by the NDCS and its conceptual framework and research design. Chapter III explains the sampling procedure of the NDCS. Chapter IV deals with those aspects of day care centers which are susceptible to federal regulation and hence most affected by federal policy decisions, and with alternative measures of policy variables. Chapter V discusses the conceptual and instrumental problems of defining quality care'' and gives the study's definition. Chapters VI and VII present the NDCS findings. In Chapter VI the relation between regulatable aspects of day care and quality of care, the generality of the findings, and the connection between research findings and policy decisions are explored. In Chapter VII the issue of cost versus quality is examined. Chapter VIII discusses current regulatory policy and recommends alternative regulatory policies. A Commentary'' is appended which presents the views of minority consultants on issues with crucial effects for minority children. Three appendices provide: (1) a summary of the findings of the NDCS Supply Study, (2) an overview of the Infant/Toddler Study, and (3) the names of all NDCS staff and consultants. (Author/BH)

ED 168 785 RC 011 265

Polk, Kenneth

Some Thoughts on Work and Education among Non-metropolitan Youth.

Spons Agency-National Manpower Inst., Washington, D.C.
Pub Date-77
Note-21p.
Pub Type- Opinion Papers (120) - Guides - Non-Classroom (055)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Demography, *Employment Opportunities, *Employment Programs, Employment Qualifications, Entry Workers, *Human Services, *On the Job Training, Public Service Occupations, *Rural Education, Rural to Urban Migration, *Rural Youth, Urban to Rural Migration
Identifiers-*Marion County Youth Study, Nonmetropolitan Areas

Demographic, economic, and educational indicators, especially as shown in the Marion County Youth Study, suggest that strategies that deal with the problems of rural youth and which assume mobility to metropolitan areas may be outmoded and inadequate. Outmigration is, however, faced by many rural youth and its success is dependent upon formal credentials. There is need for a strategy which combines educational preparation, opportunities for enhancing successful outmigration, and innovative public employment. In particular, a new careers program in the human services area could provide untrained non-metropolitan workers with a variety of lower level positions (research assistants, teacher aides, nurses' aides) while providing on-the-job training. Such a program would offer non-metropolitan youth a means to develop both skills and status, achieve personal realization and dignity, and learn skills marketable in both metropolitan and non-metropolitan areas. It is a method through which non-metropolitan areas themselves would benefit. Because much training would be at existing agency structures, limited rural resources could be stretched. While removing persons from the group needing human services, the new careers program would provide additional staff members at lower cost and gradually improve the quality of the staff in non-metropolitan areas. (SB)

The University of North Carolina Board of Governors. Long-Range
Planning, 1978-1983.
North Carolina Univ., Chapel Hill. Board of Governors.
Pub Date-8 Dec 78
Note-565p.; May be marginally legible due to small print
Available from-University of North Carolina General Administration, P.O. Box 2688, Chapel Hill, NC 27514 (microfilm, $6.50)
Pub Type- Reports - Evaluative (142) - Guides - Non-Classroom (055)
EDRS Price - MF02 Plus Postage. PC Not Available from EDRS.
Descriptors-Administrative Organization, College Instruction, Educational Change, Educational Objectives, *Educational Supply, Enrollment Trends, *Higher Education, *Program Development, Program Evaluation, Program Planning, Research, School Community Relationship, *State Universities, *Statewide Planning, Statistical Data, Student Personnel Services
Identifiers-*Long Range Planning, *North Carolina

The long range plan for the University of North Carolina system is the third edition of a plan initiated in 1976. The revised plan incorporates new information on and changes in the system and its programs: status reports on all new degree programs and program tracks previously authorized for planning; requests for authorization to plan new degree programs or program tracks; recommendations for the discontinuation of existing degree programs or program tracks; requests for the establishment of new colleges or professional schools or proposals for major reorganizations in the structure or status of existing colleges or schools; and requests for change in the public service role of the institutions and proposals for change in the organization or performance of public service functions. This report is divided into six parts: a review of higher education in North Carolina in 1978; constraints, assumptions, and projections affecting higher education planning; goals, tasks, and objectives; instruction, research, and public service functions; student services; and future planning and program review. (MSE)

ED 168 408 HE 011 105

Thomas, William G.

The 1980s and Post-Compulsory Education.

Pub Date-Oct 78

Note-12p.; Fourth International Conference of the University of Lancaster (England, August, 1978)

Available from-Best copy available

Pub Type- Speeches/Meeting Papers (150) - Opinion Papers (120)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Articulation (Program), College Administration, College Cooperation, College High School Cooperation, College Planning, *Continuous Learning, Educational Coordination, *Educational Objectives, Educational Radio, Educational Television, *Futures (of Society), Higher Education, Instructional Media, *Postsecondary Education, Social Problems, *Trend Analysis

Identifiers-*Nontraditional Education, Open University (England), Outcomes

Summaries of five keynote addresses and proceedings of task forces of a conference on postcompulsory education in the 1980s, attended by educational theorists and planners from 30 nations, are presented. The opening address by Lord Asa Briggs provided a worldwide overview of postcompulsory education, and Burton Clark spoke about academic coordination of postcompulsory education. Urban Dahllof addressed the topic of recurrent education'' and indicated that sharp distinctions between secondary and higher education would fade in the future. Lord Vaizey spoke about the subject matter of postcompulsory education in the coming years, and Gordon Oakes suggested that the walls of elitism of the universities be removed, without diminishing the quality, to break the barriers between them and other legitimate institutions. The task force on postcompulsory structures primarily considered national educational systems. The task force on education and the working life recommended that postcompulsory institutions assume the leadership in helping to solve socioeconomic problems through new models and research, and the task force on student learning considered the processes and outcomes of learning. The group on staff development considered reorganization, realignment or closure of postcompulsory institutions, changes in student populations and diminishing resources. The group on media noted the utilization of television and radio broadcasting and print media by England's Open University and the distance learning networks of Australia and New Zealand. Priorities of postcompulsory education were discussed by the task force on priorities. (SW)

Nutrition Education in Medical Schools. Hearing Before the Subcommittee on Nutrition of the Committee on Agriculture, Nutrition, and Forestry, United States Senate. Ninety-Fifth Congress, Second Session on Current Status, Impediments, and Potential Solutions. September 20, 1978.
Congress of the U.S., Washington, D.C. Senate Committee on Agriculture, Nutrition, and Forestry.
Pub Date-20 Sep 78
Note-124p.; Not available in hard copy due to marginal legibility of original document
Available from-Superintendent of Documents, U.S. Government Printing Office, Washington, DC 20402
Pub Type- Legal/Legislative/Regulatory Materials (090)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-Animal Science, *Curriculum Development, Educational Objectives, Higher Education, Hospitals, *Medical Education, *Medical Schools, Needs Assessment, *Nutrition Instruction, Tests, Veterinary Medicine
Identifiers-National Board of Medical Examiners, University of Texas

Testimonies and articles, letters, and statements from a congressional hearing of the U.S. Senate concerning nutrition education in medical schools are presented. The hearing was held to ascertain the present status of nutrition instruction in U.S. medical schools, to determine the need for such instruction, and to identify problems with implementation. Opening statements of Senators Henry Bellmon and Bob Dole are followed by statements of educators and experts. Aaron M. Altschul offers a concept of nutrition education, and Charles E. Butterworth addresses hospital malnutrition and nutrition education. Robert B. Wilson covers the following areas: animal products as food supply, the role of the veterinarian in maintaining the supply of food for people, the relationship between nutritional diseases and animal production, and the state of nutritional education in veterinary schools. John Sandson discusses why nutrition in many medical schools has been poor, and Eleanor A. Young reviews the study of nutrition at the University of Texas Health Center in San Antonio. Jack Metcoff addresses objectives and strategies of pursuing nutrition education, and Jack Rutledge discusses nutrition education from the perspective of a medical student. William D. Holden speaks about examinations and the role of the National Board of Medical Examiners. Additional comments, a study on hospital malnutrition, and supplementary materials are included. (SW)

ED 168 535 IR 007 055

Flinck, Rune

Correspondence Education Combined with Systematic Telephone Tutoring.

Lund Univ. (Sweden). Dept. of Education.

Spons Agency-Tri-Centennial Fund, Stockholm (Sweden).

Pub Date-78

Note-139p.

Pub Type- Reports - Research (143) - Dissertations/Thesis (040)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-Achievement, Adult Education Programs, Attitudes, *Correspondence Study, Economic Education, *Home Instruction, Home Study, Second Language Learning, *Telephone Instruction, Time Factors (Learning), *Tutoring

Identifiers-*Distance Education

This study focused on the improvement of traditional two-way communication processes in correspondence education through variations on the uses of postal communications, reinforcing the feedback sent by mail with systematic telephone calls, and combinations of mail and face-to-face contacts; the primary focus was correspondence education combined with telephone tutoring. A literature review covers correspondence education, two-way communication, and the telephone as an instructional aid. The experimental design of the study involved two groups of randomly distributed correspondence students. The experimental group received telephone tutoring in addition to the conventional feedback, while the other received only written feedback by mail. Courses included were introductory French and basic economics, both intended for adult learners. Results indicated that students who received telephone tutoring reacted to it favorably; however, no difference was found between the two groups in achievement, amount of study time, or feelings of isolation. Telephone tutoring proved to be of a greater advantage to those students studying a foreign language than to students studying one of the social sciences. (RAO)

ED 168 576 IR 007 118

Singer, Jerome L. Singer, Dorothy G.
Television-Viewing and Imaginative Play in Pre-Schoolers: A
Developmental and Parent-Intervention Study, Progress Report Yale
Univ., New Haven, Conn. Dept. of Psychology.
Spons Agency-National Science Foundation, Washington, D.C.
Pub Date-May 78
Grant DAR-6-20772
Note-187p.
Pub Type- Reports - Research (143)
EDRS Price - MF01/PC08 Plus Postage.
Descriptors-Aggression, *Cognitive Development, Early Experience, Language Development, Language Skills, *Language Usage, *Parent Influence, Play, *Preschool Children, *Pretend Play, *Television Research, *Television Viewing

This study examined the patterns of ongoing play manifested over a year's time by 141 three- and four-year-old boys and girls at nursery schools and daycare centers. The relationships between such play and concurrent language usage and the child's patterns of television viewing at home were examined during this period. Parents of the children were also randomly assigned to one of three intervention groups or to a control group. Intervention groups received training either in stimulating the children's imaginative play, stimulating the child's cognitive and language development, or in controlling the child's television-viewing frequency and encouraging more discriminating use of the set. The control group merely kept logs of children's viewing as did the other parents. Based on this research, eight recommendations were made. Family interview data relating to home organization, daily routines, patterns of discipline, parental aggressive behavior, and traumatic events or stress, suggest that the laxity of control over TV viewing and a general lack of alternative interests by the family may expose children to greater influence by the TV programming and yield the danger of more initiative aggressive or hyperactive behavior. (Author/JEG)

ED 168 637 JC 790 218

Clowes, Darrel
Freshman English Programs in Alabama Junior Colleges. Leadership Program's Monograph Series, Report Number Two.
Auburn Univ. Junior Coll., Ala.
Pub Date- 73
Note-39p.
Pub Type- Reports - Research (143)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Class Size, College Faculty, College Freshmen, Community Colleges, *Composition (Literary), *English Curriculum, *English Departments, *English Instruction, Evaluation Methods, Grades (Scholastic), *Junior Colleges, Remedial Courses, Remedial Programs, School Holding Power, Student Evaluation of Teacher Performance, Student Placement, Student Teacher Ratio, Teacher Qualifications, Teaching Load
Identifiers-*Alabama

Surveys eliciting descriptive information on English programs were sent to the deans of instruction, department chairpersons, and faculty in 21 Alabama community colleges; 17 colleges provided institutional data, 19 of 19 department chairpersons returned the survey, and 80% of the English faculty responded. The survey requested information on: (1) average number of sections taught per full-time faculty member; (2) average number of preparations per full-time faculty member; (3) average faculty teaching load; (4) average student load per quarter; (5) average section size for composition, literature, "not separated," remedial reading, and remedial writing courses; (6) support facilities available to the department; (7) placement procedures; (8) remedial English programs and their emphases; (9) regular English programs, their content, and methods of instruction; (10) teacher evaluation of students and student evaluation of teachers; and (11) grade distributions and student retention. Areas of concern emerging from the study include a lack of a consistent pattern of placement, the narrow transfer-orientation of English programs, a lack of sufficient data on retention, and the inadequate training of English teachers who indicate that they have received no graduate level instruction in composition, in the teaching of composition, in the applications of grammar to composition, or in motivational factors in teaching non-verbal students. (AYC)

ED 168 803 RC 011 292

Owston, Ronald D.

The Indian Students B. Ed. Program How the University of New Brunswick Responded to the Needs of the Indian Community.

Pub Date-Nov 78

Note-13p.; Paper presented at the Atlantic Education Association Conference (November 2-4, 1978)

Pub Type- Reports - Descriptive (141) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Adult Education, *Canada Natives, *College Programs, College Students, *Educational Alternatives, Educational Programs, *Elementary School Teachers, Higher Education, Postsecondary Education, Program Development, Program Evaluation, Rural Areas, Teacher Aides, *Teacher Education, Training

Identifiers-*American Indian Education, Maliseet (Tribe), Micmac (Tribe), *University of New Brunswick (Canada)

In the fall of 1977 a four year project was initiated to assist a group of Micmac and Maliseet Indians to earn the Bachelor of Education degree and become eligible for teacher certification. The 41 participants were teacher's aides who wished to be upgraded to classroom teachers. To allow students to maintain their full time jobs, an on-campus, off-campus format was developed. During each of the two regular terms students attended two three week on-campus sessions, each of which was followed by a five week off-campus session. New material was introduced by course instructors during the on-campus sessions while the period away allowed time for special projects, group tutorial sessions, follow up work, etc. Roughly equivalent academic standards and course content were maintained; common assignments and tests were given whenever practical. During the six week summer session the Indian students were integrated with the general student population in arts/education courses. By September, 1978, nine students had withdrawn from the program, only one of which was forced to leave because of low academic standing. Even though less than half of the Indian students had completed high school, their mean cumulative grade point average was slightly higher than that of the regular education program. This progress report on the first year of the program's operation concludes with a number of recommendations for persons establishing similar programs. (Author/DS)

ED 168 598 IR 007 161

Charters, Alexander N.

Resources for Educators of Adults: Aids to Access. Report No. MS-1.

Syracuse Univ., N.Y. Publications Program in Continuing Education.

Pub Date-Jun 78

Note-33p.; For related documents, see IR 006 756-758 and IR 007 162; Appendix A may not reproduce clearly due to quality of type

Pub Type- Reference Materials - Vocabularies/Classifications (134)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-*Adult Education, Adult Educators, Bibliographies, *Classification, *Educational Resources, Information Sources, Records (Forms), Subject Index Terms

Identifiers-*Access Aids, Alphanumeric Code

This guide consists of four specific access aids to resources for educators of adults: (1) a list of the categories of resources, used as a classification scheme for most of the adult and continuing education activities and projects related to resources for educators of adults at Syracuse University; (2) a list of descriptive subject headings, based primarily on the experience of the Library of Continuing Education and the Educational Resources Information Center Adult Education (ERIC/AE) (1967-1973) at Syracuse University; (3) an alpha-numeric code developed to provide a unique identification tag for each resource document which includes such information as the category of resources, the international scope, the country, and the title of the unique entry; and (4) a bibliographic annotation form. A bibliography of publications related to resources for educators of adults, developed by the Clearinghouse of Resources for Educators of Adults (CREA) and/or the Adult Education area of the School of Education, Syracuse University, is included. (JD)

ED 168 751 RC 011 145

Thompson, Thomas, Ed.
The Schooling of Native America.
Eastern Montana Coll., Billings.; Emporia Kansas State Coll.
Spons Agency-Office of Education (DHEW), Washington, D.C. Teacher Corps.
Pub Date-Aug 78
Note-199p.
Available from-American Association of Colleges for Teacher Education, One Dupont Circle, N.W., Suite 616, Washington, D.C. 20036
Pub Type- Books (010) - Collected Works - General (020) - Opinion Papers (120)
EDRS Price - MF01/PC08 Plus Postage.
Descriptors-American Indians, College Students, Community Colleges, Cross Cultural Training, Dropouts, *Educational Policy, Ethnic Studies, Experimental Schools, *Leadership, Models, Professional Associations, School Integration, *Students, *Teacher Education, Treaties, *United States History
Identifiers-*American Indian Education, Federal Indian Relationship, Head Start Program, Rough Rock Demonstration School AZ

The collection of ten essays by Native Americans who are involved in Indian education includes a preface by Thomas Thompson; The Indian Student Amid American Inconsistencies'' by Vine Deloria, Jr.; Growing Up in E'da How-One Idaho Girlhood'' by LaNada Boyer; Multicultural Teacher Education at Rough Rock'' by Dillon Platero; Interracial Politics: The Pressure to Integrate an Experimental School'' by Jerome Buckanaga; Why Do Indian Students Drop Out of College?'' by Arthur McDonald; Indian 'Head Start' Programs the Child in the Process of Becoming'' by Faye Reeves, Gretchen Peniska, and Jean Heemstra; Native American Studies, the University, and the Indian Student'' by Henrietta V. Whiteman; An Ideal School System for American Indians A Theoretical Construct'' by Patricia Locke; The Education of Indians and the Mandate of History'' by Rosemary Ackley Christensen and William G. Demmeret; and Teachers for Indian Children'' by Roger Wilson. Appendices include A Chronology of Pivotal Dates in Indian Education 1568-1975'', capsule profiles of Indian education organizations, a list of American Indian community colleges, a list of treaties dealing with Indian education, and a select bibliography. The document is illustrated with a number of photographs. (SB)

ED 168 826 SE 026 892

Shapley, Willis H. Phillips, Don I.
R&D in the Federal Budget: FY 1979, R&D, Industry, and the Economy. Research & Development, AAAS Report III.
American Association for the Advancement of Science, Washington, D.C.
Report No.-AAAS-Pub-78-8
Pub Date-78
Note-130p.; Some small type may be marginally legible
Available from-American Association for the Advancement of Science, 1515 Massachusetts Ave., N.W., Washington, D.C. 20005 ($6.00)
Pub Type- Reports - Evaluative (142)
EDRS Price - MF01/PC06 Plus Postage.
Descriptors-*Budgets, Federal Aid, *Federal Government, *Financial Support, *Program Budgeting, Research, Research Opportunities, Science Education, Sciences, *Scientific Research

The federal government's budgeting process for allocating resources to research and development (R&D) is described. The report includes: (1) a review of the FY 1979 R&D budget; (2) a statistical overview of the budget and a critique of the administration's policies on R&D; (3) a general picture of R&D in industry; and (4) a discussion of some of the questions involved in understanding the impact of R&D on the economy. (BB)

ED 168 286 EC 114 427

Project PUSH-Outreach. Handicapped Children's Early Education Program: Public Law 91-230, Part C. Final Report on Products and Results of Year's Work, July 1, 1977 to June 30, 1978.
Spons Agency-Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.
Pub Date-Jun 78
Grant-G007701254
Note-72p.; Some print is marginal and may not reproduce well ; Prepared by the Mineral County Board of Education, Keyser, West Virginia
Pub Type- Reports - Evaluative (142)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-*Handicapped Children, *Intervention, *Preschool Workshops, *Program Evaluation
Identifiers-*Project PUSH Outreach

The report details the accomplishments and slippages of Project PUSH-Outreach, a program for the early education of handicapped children, during the year June, 1977 to July, 1978. It is explained that the staff conducted five workshops during the years and the objectives, methods of presentation, number of contract hours, agency, number of participants, and participants' evaluation are provided for each workshop. Reasons for slippage, such as lack of response to training programs, are discussed. Much of the document contains tables and exhibits listing information on participants and project impact. A regional conference report and specific objective data are appended. (PHR)

ED 168 307 FL 010 126

Terry, Robert M.

A Brief Dictionary of Grammatical Terminology for Students and Teachers of French.

Pub Date-Dec 78
Note-23p.
Language-English; French
Pub Type- Reference Materials - Vocabularies/Classifications (134)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Case (Grammar), *Form Classes (Languages), *French, *Grammar, Higher Education, *Language Instruction, Language Patterns, Morphology (Languages), Secondary Education, *Second Language Learning, Sentences, Sentence Structure, Syntax, *Traditional Grammar, Vocabulary
Identifiers-*Grammatical Terminology

A glossary of commonly used grammatical terms that would be useful to students and teachers of French is presented here. Although not complete, it offers basic definitions in English of grammatical forms and functions as well as examples in French of each term defined. The definitions cover parts of speech, grammatical functions, sentences, phrases, and clauses. (Author/AMH)

ED 168 331 FL 010 165

Asian Pacific Perspectives. Filipino Americans: A Portrait.
Los Angeles Unified School District, Calif.
Pub Date-75
Note-82p.; For related documents, see FL 010 162-168
Available from-Publications Unit, Los Angeles Unified School District, 450 N. Grand, Rm. G230, Los Angeles, California 90012
Pub Type- Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC04 Plus Postage.
Descriptors-*Cultural Awareness, *Cultural Background, *Cultural Education, Elementary Education, *Ethnic Groups, *Filipino Americans, History Instruction, Immigrants, *Instructional Materials, *Minority Groups, Social Values, Tagalog
Identifiers-*KEYS Project, Knowledge of English Yields Success Project, Philippines

These instructional materials on Filipino Americans for elementary students were developed through the K.E.Y.S. project (knowledge of English Yields Success). The contents include statistics on the Filipino American population, background information about the Philippines becoming a U.S. territory, early immigration and more recent immigration to the United States, American-born Filipino Americans, Filipino American culture, and general information about the Republic of the Philippines. Filipino American culture includes pre-Hispanic influences, Hispanic influences, American influences, and the Philippine Republic. Resource guides describe the purpose of the unit, how to use the guide and instructional materials, questions to determine cultural comprehension, and suggested activities. Resource guides include: ``Harvest Festival, Teacher's Resource Guide for Poster''; ``The Monkey and the Turtle, Teacher's Resource Guide for Filmstrip''; and ``Rice Harvest, Teacher's Resource Guide for Booklet.'' Activity units list concepts and/or skills involved, materials, procedure, suggested activities, and additional information. Activity units are on: Bibingka (Rice Cake), Jingle Bells (Pilipino), Letse Plan (Carmel Custard), Manida (Doll), Pabitin (Dangling Treats), Parol (Star Lantern), Planting Rice Is Never Fun song and dance, Pritong Saging (Fried Platanos), Sampaguita (Lei), and Sungka (Parlor Game). (SW)

ED 168 351 FL 010 204

Cowan, William, Ed.

Papers of the Ninth Algonquian Conference.

Carleton Univ., Ottawa (Ontario).

Pub Date-78

Note-277p.; Papers presented at the Algonquian Conference (9th, Worcester, Massachusetts, October 28-30, 1977)

Available from-Department of Linguistics, Carleton University, Ottawa, Ontario, Canada ($7.00)

Language-English; French

Pub Type - Speeches/Meeting Papers (150) - Reports - Research (143)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-Acculturation, *American Indian Languages, *American Indians, *Anthropological Linguistics, Cree, *Dialect Studies, Eskimos, *Ethnography, Ethnology, Folk Culture, Grammar, *Language Research, Phonology, Sociocultural Patterns, *United States History

Identifiers-*Algonquian, Blackfoot, Cheyenne, Micmac, Mushuau Innu, Witigo, Wood

This volume contains 22 conference papers concerned with Algonquian languages and culture: (1) Cheyenne Vowel Devoicing,'' by W. Leman and R. Rhodes; (2) An Analysis of Upper Delawaren Land Sales in Northern New Jersey, 1630-1758,'' by R.S. Grumet; (3) Ethnology in the Works of Rowland E. Robinson,'' by G.M. Day; (4) The Red and Blue Drum Comes to the Delaware,'' by J.H. Howard; (5) Penobscot County: Disagreement over Who Lived There in the 17th Century Needs Resolving if Possible,'' by A.H. Morrison; (6) L'Algonquin du Nord,'' by D. Daviault et al.; (7) Ethnographic Reconstruction of Witigo,'' by R.J. Preston; (8) The Sutaio Dialect of Cheyenne: A Discussion of the Evidence,'' by I. Goddard; (9) Concepts of America, Amerindians, and Acculturation,'' by C.J. Jaenen; (10) Did the First Eskimos Speak Algonquian?'' by J.G. Taylor; (11) A Historical Overview of Cree Dialects,'' by D.H. Pentland; (12) Toward the Linguistic History of an Algonquian Dialect: Observations on the Wood Vocabulary,'' by G.F. Aubin; (13) Tradition Orale et Action Politique Montagnaises: le Cas de la Riviere Natashquan,'' by S. Vincent; (14) Game Shortage and the Inland Fur Trade in Northern Quebec, 1915 to 1940,'' by A. Tanner; (15) Algonquin and Other Ojibwa Dialects: A Preliminary Report,'' by G.L. Piggott; (16) Indians and Englishmen as Themselves: Notes for an Inquiry into Basic Biases,'' by P.L. Barbour; (17) Antipassive in Blackfoot,'' by D.G. Frantz; (18) Some Contemporary Views of Micmac Supernaturalism,'' by V.O. Erickson; (19) An Overview of Recent Micmac Language Research and Development,'' by P. Levi, Jr. and M. Milliea; (20) Aspects de la Neologie Denominative en Montagnais,'' by L. Drapeau; (21) The Probability of Family Hunting Territories in Eighteenth Century James Bay,'' by T. Morantz; and (22) L'Alternance N/Yod en Mushuau Innu,'' by A. Ford. (AM)

ED 168 371   HE 009 783

Gildow, Linda, Comp.
Student Inventory Data, 1977. Ohio Board of Regents.
Ohio Board of Regents, Columbus.
Pub Date-77
Note-392p.; Not available in hard copy due to marginal legibility of original document
Available from-Ohio Board of Regents, 30 East Broad Street, Columbus, Ohio 43215
Pub Type- Numerical/Quantitative Data (110) - Reports - Research (143)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-College Majors, *College Students, *Community Colleges, Day Students, Degrees (Titles), *Enrollment Rate, Evening Students, Higher Education, *State Colleges, State Universities, *Student Characteristics
Identifiers-*Ohio, *Public Higher Education

Extensive data are presented about students attending public institutions of higher education in Ohio. Data are included on racial/ethnic characteristics for the first time, and some institutions do not report student marital status. Information is presented separately for the main four-year campuses and for two-year centers, which include community colleges, technical colleges, and university branches and centers. The contents are as follows: student counts by major field of study and rank; student counts enrollment load by major field of study; student counts day and evening enrollment by major field of study; student counts enrollment load by rank; student counts by age, sex, and rank; student counts by sex, marital status, and living arrangements; student counts racial/ethnic category; student counts state and county of residence; full-time equivalent enrollment by program and rank; full-time equivalent enrollment by program and level; report of degrees awarded; and report of undergraduate and graduate/professional admissions. (SW)

ED 168 491 IR 006 980

Perry, Larry S.

A Bibliography on American Indians. Bibliographic Series No. 36.

Arkansas Univ., Fayetteville. Mullins Library.

Pub Date-78

Note-11p.

Pub Type- Reference Materials - Bibliographies (131) - Collected Works - Serials (022)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*American Indians, Government Publications, *Library Materials, Microfilm, Periodicals, *Reference Materials, Statistical Data, University Libraries

The information sources on Indians of North and South America which are listed were selected from the holdings of the Arkansas University library. Materials are grouped by type, including bibliographies, biographies, catalogs and directories, documentary histories, laws and treaties, encyclopedias and guides, handbooks and sourcebooks, microfilm, periodical indexes and abstracts, and U.S. government documents. Full bibliographic citations including call number are included for all items except indexes and abstracts, for which the library's holdings and call number are given. A small number of items is annotated. (MBR)

ED 168 696 PS 010 462

Baron, Lois J.
Eye Movements, Individual Differences, and Television-Viewing Patterns of Children.
Pub Date-Apr 79
Note-17p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, California, April 8-12, 1979)
Pub Type- Reports - Research (143)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Attention, Children, Cognitive Processes, *Elementary School Students, *Eye Movements, *Individual Differences, Reaction Time, Research, Response Mode, *Television Viewing, *Visual Perception

This study investigates the perceptual processing capabilities by analysis of eye movement of children from differing levels of field independence/dependence. Forty nine field independent (24 girls, 26 boys) and 36 field dependent (19 girls, 17 boys) children in third grade were analyzed as they viewed either seven dynamic or seven static segments from the Children's Television Workshop program. It was hypothesized that both good readers and field independents would exhibit more sophisticated scanning strategies and that the dynamic mode of presentation would result in significant eye movement differences from those exhibited in the static mode. Regression analyses revealed that eye movements were rather stimulus specific. Supplantation of mental operation by the stimuli was also an important consideration of this study. (Author/MP)

ED 168 715 PS 010 483

Bausell, R. Barker Bausell, Carole R.

Parental Teaching: Has the Panacea Been Right Under Our Noses?

Pub Date-Apr 79

Note-13p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, California, April 8-12, 1979)

Pub Type- Speeches/Meeting Papers (150) - Opinion Papers (120) - Reference Materials - Bibliographies (131)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Academic Achievement, Bibliographies, *Early Experience, Letters (Alphabet), *Parent Participation, *Preschool Children, *Preschool Education, Preschool Learning, Reading Instruction, Social Background

This brief essay argues that the best way to improve student achievement is to increase parental teaching of children prior to school entry. The essay is accompanied by an annotated bibliography summarizing 14 empirical studies which document a significant positive relationship between parental teaching and student achievement. It is contended that it is well known that the skills children bring to school are far more important than anything that happens to them in school. The explanation for social class differences in achievement is that the experiences of children from high socioeconomic status (SES) homes are more like the educational experiences in the school than are those of low SES children. These achievement differences can be countered by changing the home experiences. The three most effective manipulable variables influencing achievement are (1) time on task, (2) student/teacher ratio and (3) motivation. Although there are limits on how much can be done about these variables in school, they can readily be maximized in the home, which again argues for parental instruction. Findings of the 14 studies cited suggest that the essential role of parents in the education of their children must be recognized and that steps must be taken to encourage parental teaching. More than one-half of the essay consists of an annotated bibliography of the 14 studies cited. (Author/BH)

ED 168 769 RC 011 247

Duran, Daniel Flores

Latino Materials. A Multimedia Guide for Children and Young Adults.

Pub Date-Mar 79
Note-249p.
Available from-American Bibliographical Center, Clio Press, Riviera Campus, 2040 A.P.S., Box 4397, Santa Barbara, California 93103 ($14.95)
Pub Type- Guides - Classroom - Learner (051) - Reference Materials - Bibliographies (131) - Opinion Papers (120)
Document Not Available from EDRS.
Descriptors-Adolescent Literature, Authors, *Bilingual Education, Childrens Books, Childrens Literature, *Cultural Awareness, *Cultural Background, Cultural Differences, Elementary Secondary Education, Instructional Films, Instructional Materials, *Latin American Culture, Library Services, Literary History, *Mexican Americans, Mexicans, Non English Speaking, *Puerto Ricans, Reading Materials, Spanish Speaking
Identifiers-Cultural Contributions, Latinos

In the last decade the phenomenal growth of bilingual/bicultural programs for Spanish-speaking people has been accompanied by a critical need for learning materials which provide current, historically accurate, nonracist and nonstereotypic information on the contributions, heritage and current status of the various Spanish-speaking groups. Prepared to assist the librarian, teacher and curriculum specialist seeking educational materials for Latino children, this guide includes both printed works and 16mm film titles, published or developed primarily since the mid-1960's. Part I of the guide presents four essays exploring the background of Latino life and literature in the United States, as well as library services to Latinos. The next three sections list 473 general, Mexican American, and Puerto Rican resources; each section is further divided into materials for elementary, secondary and professional use. Entries include complete bibliographic information, recommended grade level, and source from which the material may be ordered. Annotations accompanying each entry are intended to be critical as well as descriptive and include information ranging from notes on the authors to comparisons of related works. The last two sections include a glossary of pertinent terms and a directory of publishers and distributors of Latino materials. Subject and author/title indices are appended. (DS)

ED 168 446 HE 011 168

Factbook: Summary of Program Information Through Fiscal Year 1978.
Bureau of Higher and Continuing Education (DHEW/OE), Washington, D.C.
Pub Date-Nov 78
Note-251p.; Not available in hard copy due to marginal legibility of original document
Available from-Superintendent of Documents, U.S. Government Printing Office, Washington, DC 20402
Pub Type- Reports - Descriptive (141) - Numerical/Quantitative Data (110)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-Accreditation (Institutions), *Adult Education, Annual Reports, *Budgets, Educational Facilities, Eligibility, *Federal Aid, *Federal Programs, *Higher Education, International Education, International Educational Exchange, Organizational Development, Program Evaluation, Student Personnel Services, Veterans Education
Identifiers-Developing Institutions, *Office of Education

The Factbook, an annual publication of the Bureau of Higher and Continuing Education, presents information on each of the Bureau's programs. It provides a brief legislative history of the authority under which the programs are administered and gives the funding and awards history of each. Programs that have been transferred or have had authorization repealed are deleted. Information on student financial aid programs is not included. Extensive data tables are provided, with some narration. The current factbook contains information for fiscal year 1977 as well as 1978, since a factbook was not produced for the earlier year. The divisions included in the report are the Office of the Deputy Commissioner, Student Services and Veterans Programs, Training and Facilities, Institutional Development, International Education, Educational Systems Development, and Eligibility and Agency Evaluation. Tables giving budgetary obligations for the programs are provided for fiscal years 1973 through 1978. (MSE)

ED 168 466 IR 006 915

Bob, Murray L. And Others

Regional Intertype Library Cooperation in Windham and Tolland Counties, Connecticut: A Survey and Plan Prepared for the Governing Board of Cooperating Library Service Unit Three.

Eastern Connecticut Library Association, Willimantic.

Pub Date-1 Aug 78

Note-295p.

Pub Type- Reports - Research (143)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-Academic Libraries, Library Administration, *Library Cooperation, *Library Planning, *Library Services, Public Libraries, Regional Programs, School Libraries, State Libraries, Statewide Planning, Use Studies

A brief overview of this survey and plan for library cooperation is provided by a summary of key recommendations based on the identification of major needs, plus interviews, statistical analysis, materials checklists, and questionnaires. Priorities are indicated by grouping these recommendations in 10 phases. The main body of the report provides background information; discussion of relevant national trends; the history of local and state library cooperation; statistics on libraries in the two counties; results of surveys questionnaires sent to library users and to library directors, telephone and in-person interviews, and a materials questionnaire sent to each library; a summary of needs as perceived by users and directors; a plan for regional library services; and general observations on the study. Appendices include footnotes, copies of the questionnaires used, acronyms, an organizational chart, separate lists of persons interviewed and those who attended meetings, and a bibliography. (JVP)

ED 168 514 IR 007 013

Davis, Larry L.

Materials Center Collections and Procedures: Suggested Modifications.

Kentucky State Dept. of Education, Frankfort. Office of Communication Services.

Pub Date-78

Note-54p.; Best copy available

Pub Type- Reports - Descriptive (141)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors-Educational Development, Educational Planning, *Educational Resources, Flow Charts, *Information Dissemination, Information Retrieval, Instructional Materials, Library Planning, *Management Systems, Planning, Resource Centers, *Statewide Planning

Identifiers-*Kentucky

This description of a three year project of services to educators by the Kentucky Department of Education Materials Center includes the current collections, future collections, and the anticipated procedures necessary to provide optimum service and best utilize those materials. The plan involves better coordination between the three major components of the Kentucky system the curriculum laboratory, materials center, and retrieval services by conversion of subject headings from Sears to ERIC as a major change strategy. A flow chart of the information retrieval process is included. Appendices display the comparative cost of ERIC searches using DIALOG and WISE, circulation records for the materials center in 1977, a general request form, a facsimile printout of a materials center request, an ERIC search printout including RIE and CIJE, a categorical breakdown classification system, and sample computer printout of ERIC searches. (Author/JEG)

ED 168 619 JC 790 193

Carter, Reginald K. And Others

A Guide for Apprenticeship Coordinators and Administrators.

Hawaii Univ., Honolulu. Community Coll. System.
Spons Agency-Office of Education (DHEW), Washington, D.C.
Pub Date-Sep 78
Grant-G097700087
Note-55p.
Pub Type- Guides - Non-Classroom (055) - Legal/Legislative/Regulatory Materials (090)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-Administrative Policy, Administrator Role, *Apprenticeships, Community Colleges, *Cooperative Education, Coordinators, Federal Regulation, *Junior Colleges, *Program Administration, Program Coordination, State Legislation, *State Standards, *Statewide Planning, Trade and Industrial Education, Vocational Education
Identifiers-Hawaii

This guide was prepared to assist college administrators and apprenticeship coordinators administering the apprenticeship training programs of the University of Hawaii's community colleges. Apprenticeship is defined as training for those occupations commonly known as skilled crafts or trades which require a wide and diverse range of skills and knowledge. Areas outlined in the guide are: (1) the advantages which apprenticeships offer to the individual, the employer, and to society; (2) those state and federal organizations which are concerned with apprenticeships; (3) criteria for and a list of apprenticeable occupations; (4) state and federal recommendations and requirements in the areas of provisions, apprenticeship classifications, the apprenticeship agreement, state apprenticeship standards, and equal employment opportunity; and (5) the role of the apprenticeship coordinator, which is considered in terms of his legal responsibilities, responsibilities related to instruction, suggestions for the establishment of training programs, record and report documentation, apprentice evaluation, and program evaluation. A glossary of terms is included and appendices contain sections from the apprenticeship agreement and from federal and state laws, rules, and regulations. A brief bibliography is also included. (MB)

Choosing a Day Care Home: A Parent Checklist and Resource Directory.
Roosevelt Univ., Chicago, Ill. Coll. of Education.
Spons Agency-Illinois State Board of Higher Education, Springfield.; Office of Education (DHEW), Washington, D.C.
Pub Date-Oct 78
Note-30p.
Pub Type- Guides - General (050) - Reference Materials - Directories/Catalogs (132)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*Child Care Workers, *Facility Requirements, *Family Day Care, Family Environment, Food, Health Conditions, *Parent Education, *Physical Environment, Safety Equipment

This booklet offers guidelines for parents on selecting a good quality day care home. Lists of questions are provided to help parents judge the physical setting, the learning activities, the caregiver, meals served and the safety of the day care home. Also discussed are advantages of family day care, things to consider when making arrangements for child care, and how to withdraw from an arrangement if a mistake is made. A parent directory listing a variety of resources for parents with young children is provided. (Author/MP)

ED 168 786 RC 011 266

Marshall, Ray, Ed.

Human Resource Dimensions of Rural Development.

Texas Univ., Austin. Bureau of Business Research.
Spons Agency-Office of Economic Opportunity, Washington, D.C.
Pub Date-77
Grant-CG-6994
Note-268p.
Pub Type- Collected Works - General (020) - Reports - General (140)
EDRS Price - MF01/PC11 Plus Postage.
Descriptors-Agricultural Occupations, Agriculture, *Economic Development, Economic Disadvantagement, Economic Factors, Employment Trends, *Human Resources, Industrialization, *Low Income Groups, *Manpower Development, Manufacturing Industry, Migration Patterns, Racial Factors, Rural Areas, *Rural Development, *Rural Education, Rural Population, Rural to Urban Migration, Southern States, Technical Education, Vocational Education
Identifiers-Farm Size, Nonmetropolitan Areas

The papers in this volume are concerned with rural development, with emphasis on the problems of low-income groups. Stephen McDonald explores economic factors in farm outmigration. Virgil Christian, Jr. and Adamantios Pepelasis discuss the extent and importance of economies of size in agriculture. Thomas Till analyzes the nature and extent of nonmetropolitan industrialization, especially in the South. In his analysis of economic growth, poverty, and race in the nonmetropolitan Deep South, James Walker makes it clear that poverty in the U.S. is disproportionately a nonmetropolitan Southern phenomenon. Niles Hansen defines the growth center concept, evaluates the experiences of the Appalachian Regional Commission and the Economic Development Administration, and concludes with a defense of a human resource development and growth center strategy. Ray Marshall summarizes the issues and concludes that economic development depends heavily on the quality of human resource development; public policy should make it possible for those who elect to remain in rural areas to develop themselves to the point where they can at least earn enough to elevate themselves out of poverty. Marshall suggests that the kinds of activities likely to promote rural human resource development should include improvements in the quality and quantity of rural education (especially vocational-technical education) to prepare people for nonfarm as well as farm jobs. (BR)

ED 168 827 SE 026 893

Blanpied, William A., Ed. Lighthizer, Catherine, Ed.
Research & Development in the Federal Budget. Colloquium Proceedings, June 15-16, 1976.
American Association for the Advancement of Science, Washington, D.C. Committee on Science and Public Policy.
Report No.-AAAS-76-R-12
Pub Date-76
Note-138p.; Parts may not reproduce clearly due to print quality
Available from-American Association for the Advancement of Science, 1515 Massachusetts Ave., N.W., Washington, D.C. 20005 ($5.00)
Pub Type
EDRS Price - MF01/PC06 Plus Postage.
Descriptors-*Budgets, Federal Aid, *Federal Government, *Financial Support, *Program Budgeting, Research, Research Opportunities, Science Education, Sciences, *Scientific Research

The colloquium examined the strengths and limitations of budget planning and formulation for R&D in the Executive and Legislative Branches of the federal government. Discussions and prepared remarks were presented on: (1) perspectives on the 1977 R&D budget; (2) problems in R&D budgeting; (3) budgeting for basic research; (4) budgeting for development and demonstration; (5) R&D budgets and technological advance; (6) R&D budgets and long-range planning; and (7) the impact of the congressional budget process on federal R&D spending. (BB)

ED 168 308 FL 010 131

Bierly, Margaret M.

The Need for Including the Topic of Developmental Psycholinguistics in Educational Psychology Courses.

Pub Date-Aug 78

Note-20p.; Paper presented at the annual meeting of the American Psychological Association (86th, Toronto, Canada, August 1978)

Pub Type- Opinion Papers (120) - Reference Materials - Bibliographies (131) - Information Analysis (070)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Child Language, Cognitive Ability, Cognitive Development, Course Content, *Developmental Psychology, Educational Needs, *Educational Psychology, Elementary Education, *Language Development, Language Skills, *Linguistic Competence, *Linguistic Performance, Nonstandard Dialects, Psychoeducational Processes, *Psycholinguistics, Teaching Methods

Although educational psychologists are concerned with the acquisition of knowledge, particularly in the classroom, language acquisition and knowledge of language are areas slighted in their textbooks. Integration of developmental psycholinguistics into educational psychology courses should employ the recently emerging rationalist view rather than the older empiricist view. The rationalist view suggests that the human mind contains preconceptions about the nature of language, enabling persons to implicitly determine the linguistic rules of their community. This position has three major implications for teaching: (1) language differences among children do not reflect differences in cognitive ability, but rather differences in the speaker-hearer community; (2) individual differences in children's linguistic performance in classroom settings should be distinguished from their linguistic competence, and each aspect should be dealt with accordingly; and (3) teachers who have an understanding of language acquisition and knowledge can provide experiences that develop the child's metalinguistic awareness. Several practical methods for implementing each of these three aspects of psycholinguistics in the classroom are discussed. Suggested source materials and annotated bibliographies for student and instructor are appended. (Author/MHP)

ED 168 391 HE 011 041

Nakamoto, Kent

Profile Survey VII, 1976-1977 Season.

Association of Coll., Univ. and Community Arts Administrators, Inc., Madison, Wis.

Pub Date-79

Note-163p.; Survey conducted in cooperation with the University of Wisconsin Graduate School of Business and University of Wisconsin Center for Arts Administration ; Not available in hard copy

Available from-Association of College, University and Community Arts Administrators, P.O. Box 2137, Madison, WI 53701 ($10 for members, $8 for nonmembers)

Pub Type- Numerical/Quantitative Data (110) - Reports - Research (143) - Tests/Questionnaires 160)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-Administrator Characteristics, *College Programs, *Community Organizations, *Cultural Events, Financial Support, Higher Education, Institutional Characteristics, Marketing, Physical Facilities, *Theater Arts, *Theaters

Identifiers-*Touring Performing Arts

This study of the professional touring performing arts during the 1976-77 season sought to determine how the performing arts are programmed and funded by college and community organizations. The questionnaire, which is appended, was mailed to all institutional members of the Association of College, University, and Community Arts Administrators. The questionnaires from 136 colleges and universities, and 33 nonprofit organizations were analyzed. Information is presented on the educational level of institutions, student enrollments, departmental assignment and divisional assignment of performing arts programs, and employee and volunteer information. Administrators are described in terms of demographic and background information, job and work characteristics, professional affiliations and activities, and salaries. Information on facilities includes seating capacity, facility use rate by type, and facility descriptions. Additional information concerns types of performances, regional variation in programs, number of performances, financial statistics, and marketing information. Appendices provide information on regional groupings of states; comparative data for previous surveys; information on regional program variation; comparative data on different types of programs; and detailed institutional descriptive statistics. (SW)

ED 168 492 IR 006 981

Ahrens, Joan

Biographical Sources in Science and Technology, Engineering Reference Books, and General Sources for Financial Ratios and Operating Ratios. Bibliographic Series No. 12.

Arkansas Univ., Fayetteville. Mullins Library.

Pub Date-76

Note-10p.

Pub Type- Reference Materials - Bibliographies (131) - Collected Works - Serials (022)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Economics, *Engineering, *Library Materials, *Reference Materials, *Sciences, *Technology, University Libraries

Identifiers-Scientific and Technical Information

The selected information sources held by the Arkansas University library which are listed include such general sources as Moody's and Standard and Poor's publications and bibliographies for financial and operating ratios. Reference books for engineering published between 1965-1976 include handbooks, dictionaries, manuals, encyclopedias, biographical sources, and indexes and abstracts. A section on science and technology lists general biographical sources, e.g., encyclopedias, histories, and biographies; those devoted to specific fields are listed separately. Library holdings and call number are provided for most items. (MBR)

ED 168 536 IR 007 059

Wason, Walter P.
The Future of Educational Media.
Pub Date-22 Oct 76
Note-10p.; Paper presented at the Annual Meeting of the Audiovisual Communications Association of Minnesota and the Minnesota Association of School Librarians (October 22, 1976)
Pub Type- Opinion Papers (120) - Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Broadcast Television, *Children, Commercial Television, Educational Quality, Futures (of Society), *Instructional Media, Life Style, Mass Media, Personality, *Role Models, School Responsibility, Self Concept, *Teacher Responsibility

Electronic media, particularly television, influence children to develop composite, plastic personalities striving after unreal goals, but the teacher can help children identify and develop rational goals and role models without completely abandoning media. Television has influenced children, and many adults, to create personalities assembled from various media images and to believe that the world portrayed by media is real. Everyone is led to believe that they are equal to everyone else. This advanced state of democratization brought about by the pervasiveness of the electronic media has resulted in the virtual vanishing of the hero-model from our culture. Teachers and schools can begin to help children develop rational goals and role models by abandoning their exclusive monopoly on education, dissolving the artificial barrier between classroom and community, and ceasing to pretend that equality of opportunity can be linked directly to equality of achievement. Rather than purchasing equipment designed to present, record or test the kind of factual data normally associated with the sequential and linear approach to learning, schools should equip children with essential survival skills of reading and writing. The unique language of communication in film should be used for the potential good of students rather than the system e.g., to enable them to explore some of the seminal experiences of their lives and thereby become enriched. (CWM)

ED 168 556 IR 007 090

Simon, Charles W.

Applications of Advanced Experimental Methodologies to AWAVS Training Research. Final Report, May 1977-July 1978.

Canyon Research Group, Inc., Westlake Village, Calif.

Spons Agency-Naval Training Equipment Center, Orlando, Fla.

Report No.-NAVTRAEQUIPCEN-77-C-0065-1

Pub Date-Jan 79

Contract-N-61339-77-C-0065

Note-84p.; Marginally legible due to light print

Pub Type- Reports - Research (143)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors-Comparative Analysis, Cost Effectiveness, *Factor Analysis, *Flight Training, Glossaries, Program Descriptions, *Research Design, *Research Methodology, *Simulators, Transfer of Training

A major part of the Naval Training Equipment Center's Aviation Wide Angle Visual System (AWAVS) program involves behavioral research to provide a basis for establishing design criteria for flight trainers. As part of the task of defining the purpose and approach of this program, the applications of advanced experimental methods are explained and illustrated. The general AWAVS research philosophy is discussed, particularly in regard to the relative effectiveness of single versus multifactor experiments. Performance studies to be done in the AWAVS simulator are described, and a fictitious numerical example of how economical multifactor designs would be used is presented.

Quasi-transfer'' experiments in the simulator are proposed to study the relationship between transfer and simulator fidelity as a composite concept rather than an entity. Some untried methods of performing multifactor transfer of training experiments more economically are suggested. A glossary of terms is included. (Author/CMV)

ED 168 577 IR 007 119

Hofstetter, Fred T.
Third Summative Report of the Delaware PLATO Project.
Delaware Univ., Newark.

Pub Date-1 Jul 78
Note-105p.; For related documents, see ED 154 802 and ED 156 112 ; Parts may be marginally legible due to small print
Pub Type- Reports - Descriptive (141)
EDRS Price - MF01/PC05 Plus Postage.
Descriptors-Accounting, Anthropology, *Computer Assisted Instruction, Engineering, *Higher Education, Mathematics, Military Science, *Program Validation, Project Applications, Security Personnel, *Summative Evaluation
Identifiers-*PLATO

Descriptions of new developments in the areas of facilities, applications, user services, support staff, research, evaluation, and courseware production since the Second Summative Report (1977) are provided, as well as a summative overview of PLATO applications at the University of Delaware. Through the purchase of its own PLATO system, this university has become the first institution to offer comprehensive PLATO services on the east coast. New applications in accounting, anthropology, chemical engineering, honors, mathematics, military science, and security have brought the number of departments using PLATO to a total of 28. The project has also laid the groundwork for the publication of its PLATO materials on the national CDC PLATO network, and lessons have been produced for publication in the areas of agriculture, art, counseling, education, human resources, languages, music, nursing, psychology, and system utilities. Divided into three main sections, the report covers project history and development, departmental applications, and evaluation. A catalog of courseware under development at Delaware is appended. (Author/JEG)

ED 168 657 JC 790 242

Pinette, Clayton A., Ed. Smith, Kent R., Ed.

Forum for Reading: The Journal for Two-Year College Reading Teachers. Volume 8, No. 2, April, 1978.

Pub Date-Apr 78

Note-37p.; Journal prepared by the International Reading Association's Special Interest Group for Two Year Colleges

Available from-Developmental Studies Center, Bangor Community College, Eastport Hall, Bangor, Maine 04401 (on a subscription basis)

Pub Type- Journal Articles (080) - Reports - Descriptive (141)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-Audiovisual Instruction, Community Colleges, Comprehension Development, *Humanities Instruction, *Junior Colleges, Reading Comprehension, Reading Improvement, Reading Instruction, *Reading Programs, *Study Skills, *Teaching Techniques, Videotape Recordings, Writing Skills

Identifiers-*Notetaking

Three articles are presented which concern college reading instruction. Karen Pelz describes an intensive approach to teaching reading and writing which entails: (1) special classes for underprepared students; (2) standard administration of freshman reading tests; (3) teaching reading and writing together; (4) using the same instructor to teach Basic English and Analytical Reading employing a related syllabus and complementary materials; (5) gearing the instructional approach to the students' actual level rather than to an expected level; (6) coordination with related student services; and (7) emphasizing the value of reading and writing. In another article, Michael Kahn provides suggestions for effective notetaking, which outline student and teacher responsibilities, use of abbreviations and short hand notation, paraphrasing, and determining the main idea and supporting details from lectures and texts. In the third paper, Robert C. Gerace discusses the use of videotapes in the improvement of comprehension. The videotape, ``The Fine Art of Seeing,'' and related materials which introduce in layman's terms the techniques employed by artists in the creation of a painting, are examined as aids in fostering motivation and achievement in humanities courses. Gerace considers the usefulness of relying upon the text for content and the tape for appreciation of technique. (MB)

ED 168 734 RC 010 589

Migrant Family Housing Centers. Annual Operational Summary, February 1978.

California State Dept. of Employment Development, Sacramento. Migrant Services Section.

Pub Date-Feb 78

Note-28p.

Pub Type- Numerical/Quantitative Data (110) ()

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-Academic Achievement, Age, *Agricultural Laborers, Ethnic Groups, *Family (Sociological Unit), *Family Characteristics, Family Income, Females, Income, Males, Mexican Americans, *Migrant Housing, *Migrant Workers

Identifiers-*California

The Employment Development Department's Migrant Services Section provides temporary housing at reasonable cost for migrant farmworkers and their families by contracting with local government agencies to manage programs of housing construction, operation and maintenance. Since 1965 migrant housing projects have been constructed at 26 locations in 14 agricultural counties throughout California. This temporary housing, which is available for up to 180 days per year to migrant families while they are employed in agriculture, range in size from 50 to 125 units per center. In 1977 services were provided to 2,360 families whose members constituted a work force of 6,381; the average family size was 5.2 persons; the average annual family income was $5,140; 82.5% were Mexicans while 15.3% were Mexican Americans; 26.4% were from Texas while 24.4% were from within California; the average length of stay was 132 days; and 27.8% were between 22 and 44 years of age. Covering January through December 1977, this report presents tabular data on the characteristics of the migrant families occupying these housing centers. Given by center, the data pertain to: center occupancy; family size; age of family members; age of male and female family members; annual income by center and by family size; ethnic background; school years completed by persons 18 years and over; number of families by length of stay, total days and average stay; family home base; operation and peak occupancy dates. (NQ)

SE

ED 168 804 SE 024 415

Carter, G. C., Ed.

Applications of Phase Diagrams in Metallurgy and Ceramics: Proceedings of a Workshop Held at the National Bureau of Standards, Gaithersburg, Maryland, January 10-12, 1977. Volumes 1 National Bureau of Standards

(DOC), Washington, D.C.

Report No.-NBS-SP-496

Pub Date-Mar 78

Note-1,633p.

Available from-Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (Stock Number 003-003-01895-3; Sold in 2 volume sets only - $15.25 per set)

Pub Type

EDRS Price - MF14/PC66 Plus Postage.

Descriptors-*Ceramics, Computers, *Data Analysis, Industrial Arts, *Industry, *Metal Industry, *Metallurgy, Prediction, Theories, Thermodynamics, *Workshops

Identifiers-*Phase Diagrams

This document is a special National Bureau of Standards publication on a Workshop on Applications of Phase Diagrams in Metallurgy and Ceramics. The purposes of the Workshop were: (1) to assess the current national and international status of phase diagram determinations and evaluations for alloys, ceramics and semiconductors; (2) to determine the needs and priorities, especially technological, for phase diagram determinations and evaluations; and (3) to estimate the resources being used and potentially available for phase diagram evaluation. These proceedings reflect the detailed contents of the Workshop for both the tutorial and review sessions as well as four poster sessions and four panel sessions covering the following subjects: (1) critical phase diagram availability; (2) user needs of phase diagrams; (3) experimental methods of determination; (4) theoretical methods of calculation and prediction; (5) methods of phase diagram representations of calculation and prediction; (6) methods of phase diagram representations (especially multicomponent); and (7) distribution to the user. Three of the panels addressed the subject of phase diagram needs in industrial applications. (Author/GA)

ED 168 287 EC 114 428

Provencal, Gerald Evans, David

Resident Manager Education: A Curriculum Model for Educating Foster Parents and Group Home Personnel.

Macomb-Oakland Regional Center, Mt. Clemens, Mich.
Spons Agency-Social and Rehabilitation Service (DHEW), Washington, D.C.
Pub Date-Mar 77
Grant-HEW-56-P-25400/5-03
Note-46p.; Small print may be marginally legible

Pub Type- Guides - Non-Classroom (055)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*Administrator Responsibility, Behavior, Community Involvement, *Educational Programs, Family Relationship, Fire Protection, *Foster Family, Leisure Time, *Mentally Handicapped, *Normalization (Handicapped), Sexuality

The booklet is a curriculum model for educating foster parents and group home personnel who work with mentally retarded individuals. The first chapter discusses the need for training. Subsequent chapters explore course development and presentation of topics, with emphasis on the importance of the approach the training should take and the rationale for the curriculum. Twelve topics are presented in chapters which outline the learning objectives, discussion stimulants, and resources (references are included). The chapters have the following titles: Orientation to Mental Retardation''; Maintaining Healthy Environments, Providing Emergency Care''; Fire and Safety Considerations''; Administrative Responsibilities''; Elements to be Considered in Programming''; Normalization''; Managing Behavior''; Leisure Time Recreational''; Educational Considerations''; Community Placement''; Realtionships with Natural Families''; and Thoughts on Sexuality''. (PHR)

ED 168 372 HE 009 918

Guiton, Jean

From Equivalence of Degrees to Evaluation of Competence. Present Procedures and Practices, New Avenues.

United Nations Educational, Scientific, and Cultural Organization, Paris (France).
Pub Date-77
Note-138p.
Available from-UNESCO, 7, place de Fontenoy, 75700, Paris, France (ISBN-92-3-201419-X, $10.00)
Pub Type- Books (010) - Information Analysis (070) - Reports - Research (143)
Document Not Available from EDRS.
Descriptors-Access to Education, Centralization, Certification, *Comparative Analysis, Degree Requirements, *Equivalency Tests, Evaluation Methods, *Foreign Countries, Foreign Students, Higher Education, *Measurement Techniques, Qualifications, *Standards, *Student Evaluation, Student Exchange Programs, Study Abroad
Identifiers-*Competence, *UNESCO

The problem of comparing studies and degrees and diplomas completed in different countries and problems that arise in connection with the comparability of studies and the evaluation of competence are examined, and new solutions are suggested. A comprehensive analysis must consider the concerns and needs of the users, including students, researchers, and teachers, and the demands and behaviors of the institutions. Based on results of a UNESCO survey of countries, some of the publications of different countries about study opportunities for foreign students are cited. It is concluded that there is presently inadequate information about aims and courses of study of institutions. The following approaches to agreeing upon equivalence of foreign diplomas, degrees, or qualifications are discussed: centralized unilateral approach, nostrification,'' decentralized unilateral approach, bilateral approaches, and multilateral approaches. The following topics are addressed: problems of comparability by disciplines, methods of learning and teaching, comparability of methods and means of testing and evaluation, proposals for effecting unification of curricula, and the methods for measuring equivalency of programs. UNESCO supports an approach that appraises the man, not the diploma; i.e., appraising the fund of knowledge, experience, and human resources that a person possesses. The appraisal of studies and abilities and the use of an international document to facilitate the recognition of studies and diplomas are discussed. (SW)

ED 168 409 HE 011 106

Gross, Francis M.

A Comparative Analysis of the Existing Budget Formulas Used for Justifying Budget Requests or Allocating Funds for the Operating Expenses of State-Supported Colleges and Universities. A Dissertation Summary. Office of Institutional Research Bulletin, Volume XIV, Number 9, December 1973.

Tennessee Univ., Knoxville. Office of Institutional Research.
Pub Date-Dec 73
Note-158p.; Some tables marginally legible due to small type
Pub Type- Dissertations/Thesis (040) - Reports - Evaluative (142) - Collected Works - Serials (022)
EDRS Price - MF01/PC07 Plus Postage.
Descriptors-*Budgeting, Calculation, *Educational Finance, Educational Philosophy, Educational Quality, Evaluation, Government Role, *Higher Education, *Mathematical Formulas, National Surveys, Operating Expenses, *Resource Allocations, State Aid, State Boards of Education, State Colleges, State Universities, *Statewide Planning

The purposes of the study were to (1) identify formulas currently used for justifying budget requests or allocating funds for operating expenses of state-supported colleges and universities; (2) provide a comparative analysis of each formula with respect to the functional budget areas recognized, the base and formula factors used, methods of computation, and the extent of differentiation among academic areas, levels of instruction, and institutions; and (3) determine which formula or formulas met general standards of acceptability through an assessment using performance criteria. Ranking officers of higher education coordinating or governing agencies in 46 states and directors of institutional research or finance in four others furnished copies of their current operating budget formulas. Criteria for assessing formula acceptability were derived from previous studies and extrapolated from the literature. Among the conclusions were that: (1) formula funding had increased considerably since its inception in 1951; (2) budget formulas tended to be used by states spending relatively less on higher education or with limited resources; (3) two funding philosophies were reflected in the formulas used statewide: a program equalization policy, and a policy to avoid jeopardizing existing high-quality programs; and (4) for reasons of diversity, no single formula or combination of formulas could be designated as a model for national use. Recommendations are made in the form of guidelines for developing and applying budget formulas. (Author/MSE)

ED 168 427

HE 011 132

Stedman, Jim Scott, Marcia

Guide to Selected Federal Assistance Programs for Undergraduate Students.

Library of Congress, Washington, D.C. Congressional Research Service.
Report No.-CRS-79-12-EPW
Pub Date-11 Dec 78
Note-25p.
Available from-Library of Congress, Congressional Research Service, Washington, DC
Pub Type- Reference Materials - Directories/Catalogs (132) - Reports - Descriptive (141)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Access to Education, *College Students, Eligibility, *Federal Aid, Federal Programs, Financial Support, Grants, *Higher Education, Resource Guides, *Scholarships, Student Employment, *Student Financial Aid, *Student Loan Programs, Veterans Education, Work Study Programs
Identifiers-Basic Educational Opportunity Grant Program, College Work Study Program, Guaranteed Student Loan Program, Law Enforcement Education Program, National Direct Student Loan Program, Nursing Student Loan Program, Nursing Student Scholarship Program, Social Security Education Benefits, State Student Incentive Grant Program, Veterans Education Assistance Program

Information is provided on 14 federal programs providing financial assistance to undergraduate students in universities, colleges, and vocational/technical schools. The programs provide three different types of assistance: grants (or scholarships), loans, and job earnings. Grants and scholarships do not have to be repaid, but loans do. Some of the loan programs have provisions under which part or all of the incurred debt is repaid. Some of the programs provide assistance without regard to the course of study being pursued; others are restricted to certain fields. The following programs are included: Basic Educational Opportunity Grant Program; College Work-Study Program; Guaranteed Student Loan Program; Law Enforcement Education Program Grants; Law Enforcement Education Program Loans; National Direct Student Loan Program; Nursing Student Loan Program; Nursing Student Scholarship Program; Social Security Education Benefits; State Student Incentive Grant Program, Supplemental Educational Opportunity Grant Program, Veterans' Education Assistance (Post-Korean Veterans); Veterans' Education Assistance (Post-Vietnam Era Veterans) Contributory Vesting Program; and Veterans' Education Loan Program. For each program, information is provided on eligibility, money available, and contact sources. A list of publications that provide financial aid information is included. (SW)

ED 168 467

IR 006 930

Reisinger, Carol
The Nature and Implications of a Resource Network as a Support System for Linking Agents.
Pub Date-Apr 78
Note-48p.; Paper presented at the Annual Meeting of the American Educational Research Association (Toronto, Canada, April 1978)
Pub Type- Reports - Descriptive (141) - Speeches/Meeting Papers (150)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Educational Needs, Educational Planning, *Educational Resources, *Human Resources, Information Dissemination, *Information Networks, Information Processing, Information Services, Information Storage, *Information Systems, Organization, Personnel Needs

A resource network can serve as a strategy for personnel-multiplying by performing many activities and functions that the linking agent would otherwise have to perform; e.g., such a network can provide an organized method for identifying and collecting resources, as well surveying the kinds of resources available. The Illinois Resource and Dissemination Network in the Illinois Office of Education has developed a general survey form to collect information on locally developed programs, federal programs, educational community projects, research, information housing sites, and human resources. The network utilizes consultants to build resource information files and coordinates and formats information and resources. Information must be transformed into user oriented material, and network staff provide a system for collecting and coordinating data in usable form for the linking agent. The information network also serves as a foundation for professional development. Organizational structure and staff roles reflect the functions of the network. The Illinois Office of Education Resource Identification Survey questionnaires and a narrative description of the Illinois Resources File (IRF) and Human Resources File (HRF) are appended. (CWM)

The Role of the School Library Media Program in Networking.

National Commission on Libraries and Information Science, Washington, D. C.

Pub Date-78
Note-94p.
Available from-Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (Stock Number 052-003-00622-7)

Pub Type- Opinion Papers (120)
EDRS Price - MF01/PC04 Plus Postage.
Descriptors-Audiovisual Aids, Information Networks, Information Services, *Instructional Materials Centers, *Library Networks, National Libraries, *National Programs, *Program Planning, School Libraries
Identifiers-*National Program Library Information Services

This report of a study of the state of networking in school library media programs nationwide and the role of such programs in the National Program for Libraries and Information Services covers the rationale for inclusion of these programs in library networks, contributions of such programs to a national program, the benefits to the users of participating in networks, and problems and recommendations regarding participation in networks by these programs. This study was carried out by the Task Force on the Role of the School Library Media Program, appointed by the National Commission on Libraries and Information Science (NCLIS) with assistance from the American Association of School Librarians (AASL). The task force was assisted in its work by two papers prepared for use by its members ''School Media Programs and Networking: A Position Paper'' by Mary Frances K. Johnson and Theodore Hines, and Networking and School Library Media Centers: A Position Paper'' by David V. Loertscher. Additional evidence was gathered at five open meetings attended by members of the profession, as well as by representatives of publishing companies, book distributors, cataloging services, the library press, and professional associations. Appendices include a list of task force members, examples of existing networks, and definitions. A bibliography is also provided. (JEG)

ED 168 638 JC 790 219

Carter, Meredith L.

Attitudes of Community College Administrators Toward Management-By-Objectives.

Pub Date-12 Apr 79
Note-29p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, California, April 8-12, 1979)

Pub Type- Speeches/Meeting Papers (150) - Reports - Research (143) - Numerical/Quantitative Data (110) ()
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*Administrative Change, *Administrator Attitudes, Administrator Responsibility, College Administration, College Planning, Community Colleges, Decision Making, Employer Employee Relationship, *Junior Colleges, *Management by Objectives, *Organizational Communication

Administrators from 32 public two-year community colleges were surveyed to reveal the extent to which Management by Objectives (MBO) programs affected organizational conditions; 200 questionnaires (71%) were returned. Approximately 65% of the administrators indicated that the MBO system did not change the amount of formal contact between superior and subordinate, though the administrators were generally pleased with the amount of change. In response to whether superiors encouraged suggestions during joint goal-setting meetings, 83% indicated that suggestions were encouraged. A slight majority perceived an increase in the amount of job responsibility following joint goal-setting meetings with their superiors. Similarly, 57% perceived an increased role in decisions within the administrative unit. Though a slight majority (54%) indicated that MBO had contributed positively to communication within administrative units, negative effects on administrative communication were identified in relation to communications across division lines. The following conclusions were drawn: (1) MBO programs can increase formal contacts between superior and subordinate; (2) they encourage suggestions from subordinates and are likely to result in a higher percentage of suggestions being accepted by superiors; and (3) MBO can clarify the responsibility of the administrator and increase feelings of taking a greater part in decision making. (MB)

Lane, Elizabeth M., Ed.
Major Success Stories: Early Childhood Education. (ESEA Title I: FY 1978).

Dayton Public Schools, Ohio.
Pub Date-78
Note-26p.; For related documents, see PS 010 318
Pub Type- Reports - Descriptive (141)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Aggression, Anti Social Behavior, Communication Problems, Early Childhood Education, Learning Difficulties, *Preschool Children, *Problem Children, Social Adjustment, Socialization, *Student Behavior, *Student Characteristics, *Success Factors

This 20-page booklet contains very brief, anonymous and anecdotal stories about teachers' success with young children in the early childhood education programs in Dayton, Ohio. The teachers' stories focus on individual children and reveal the scope of classroom problems faced every year. Five anecdotes illustrate problems of children with anti-social or aggressive behavior and the children's development towards prosocial behavior. Sixteen stories tell of the problems of shy and uncommunicative children and how they became more interactive and outgoing. Success with children presenting various other learning or behavior problems is recounted in the final eight anecdotes. (RH)

ED 168 697 PS 010 465

Johnson, James E.

Memory and Memory Verification Capability of Young Children.

Pub Date-Mar 77

Note-19p.; An earlier version of this paper was presented at the Biennial Meeting of the Society for Research in Child Development (New Orleans, Louisiana, March 17-20, 1977)

Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Cognitive Processes, Learning Processes, *Memory, Models, *Preschool Children, *Recall (Psychological), *Recognition, *Research

The purpose of this study was to ascertain (1) whether young children are able to recognize a need to check response accuracy and memory verification and (2) what strategies they use. A model of the nursery room was used to assess 37 preschoolers' recognition, recall, and spatial memory for school objects. Children were asked to verify their memories in order to determine verification strategies, and, following an opportunity to re-examine the criterion, memory was reassessed and performance compared to initial memory relative to these strategies. The results indicated that few children at first knew an objective way to verify but that after prompting most seemed aware of its utility. Although memory and verification scores were generally unrelated, spatial memory after verification was positively and significantly correlated with measures of verification. The memory verification paradigm introduced appears useful for studying purposeful behavior in young children. (Author/MP)

ED .68 752

RC 011 170

Bibliography of Theses and Published Books on Pueblo Indians of New Mexico.
Southern Pueblos Agency, Albuquerque, N. Mex.
Pub Date-May 72
Note-40p.; Not available in hardcopy due to poor print quality of original document
Pub Type- Reference Materials - Bibliographies (131)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-*American Indians, Anthropology, Archaeology, Art, *Cultural Background, Ethnography, *Reservations (Indian), *Tribes, United States History
Identifiers-Acoma (Pueblo), American Indian Education, American Indian History, Cochiti (Pueblo), Isleta (Pueblo), Jemez (Pueblo), Laguna (Pueblo), Nambe (Pueblo), *New Mexico, Picuris (Pueblo), *Pueblo (People), San Felipe (Pueblo), San Ildefonso (Pueblo), San Juan (Pueblo), Santa Clara (Pueblo), Santo Domingo (Pueblo), Taos (Pueblo), Teseque (Pueblo), Zia (Pueblo), Zuni (Pueblo)

In 1972 the United Pueblo Agency produced a bibliography that lists the titles, authors, and sources of theses and published books on each of the 16 New Mexico Pueblos. A separate section is devoted to citations of works on Pueblo Indians in general. The number of listings for each Pueblo vary. Only one title each is listed for Isleta, Nambe, Picuris, San Felipe, Santa Clara and Tesuque Pueblos, and San Juan and Zia Pueblos have two titles each. Three references each are given for Cochiti, Jemez, Laguna, and Santo Domingo Pueblos, and four each for Acoma, San Ildefonso, and Taos Pueblos. Zuni Pueblo has seven titles listed. The general section on Pueblo Indians lists 50 theses and 292 published books, some of which date back to the late 1800's. Topics represented among the works include history, culture, archaeology, art, and education. (DS)

ED 168 332 FL 010 166

Asian Pacific Perspectives: Japanese Americans.

Los Angeles Unified School District, Calif.
Pub Date-76
Note-137p.; For related documents, see FL 010 142-143, FL 010 149, FL 010 164-168
Available from-Publications Unit, Los Angages Unified School District, 450 N. Grand, Rm. G230, Los Angeles, California 90012
Pub Type- Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC06 Plus Postage.
Descriptors-Cultural Awareness, *Cultural Background, *Cultural Education, Elementary Education, *Ethnic Groups, History Instruction, Immigrants, Japanese, *Japanese American Culture, *Japanese Americans, *Minority Groups, Social Values
Identifiers-*KEYS Project, Knowledge of English Yields Success Project

These instructional materials on Japanese Americans for elementary students were developed through the K.E.Y.S. project (Knowledge of English Yields Success). Information is included on early immigrants, their historical and cultural background, and current problems of Japanese Americans. Resource guides describe the purpose of the unit, how to use the guide and instructional materials, traditional and modified customs, and suggested activities. Resource guides include: Children's Day, Teacher's Resource Guide for Poster''; Children's Day with Ichiro, Teacher's Resource Guide for Booklet''; Girls' Day with Amy, Teacher's Resource Guide for Booklet''; Isamu, Teacher's Resource Guide for Booklet''; and Shoogatsu, Teacher's Resource Guide.'' Activity units list concepts and/or skills involved, materials, procedure, suggested activities, and additional information. Activity units are on: Daruma (Wish Fulfillment Doll), Hagoita and Hane (Battledore and Shuttlecock) Jingle Bells (Japanese), Kabuto (Warrior Helmet), Koi Nobori (Carp Banner), Koi Nobori (Carp Banner Paperfold), Koi Nobori song, Mochi (Sweet Rice Cake), Momo no Hana (Peach Blossoms), Nigiri (Rice Balls), Ohinasama (Emperor and Empress Dolls), Okasame Mochi (Layered Rice Cakes), Sakura Mochi (Cherry Blossom Rice Cake), Shibori (Tie and Dye), Teru Teru Boozu (Sunshine Doll), and Ume (Flowering Plum). (SW)

ED 168 447 HE 011 169

McGaghie, William C. And Others

Competency-Based Curriculum Development in Medical Education. An Introduction. Public Health Papers No. 68.

World Health Organization, Geneva (Switzerland).

Pub Date-78

Note-95p.; Not available in hard copy due to small print

Available from-Office of Publications, World Health Organization, 1211 Geneva 27, Switzerland

Pub Type- Guides - Classroom - Teacher (052)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-Behavioral Objectives, *Curriculum Development, Educational Assessment, *Educational Objectives, Health Needs, Health Occupations Education, Higher Education, *Medical Education, Models, *Performance Based Education, *Physicians, Professional Education, Student Evaluation

Identifiers-*Competence

Designed as a resource for members of the World Health Organization, this guide on competency-based curriculum development in medical education may be applied to programs for other health professions and occupations. An explanation of subject-centered curricula and integrated curricula is offered, and ways in which these models differ from competency-based medical education are discussed. Identifying the elements of competence involves an analysis of: physicians' activities through self-reports, observation, and task analysis; analysis of critical incidents and expert judgment; and analysis of health care needs based on public health statistics, medical records, and social, economic, and political realities. A model is presented to evaluate professional performance through consideration of the client, the problem, and the setting. Three themes are discussed that are important in determining the nature and organization of student learning experiences: time, sequence, and mastery learning. Entry, formative, and summative assessment of competence are covered. New educational roles for the teacher and the student and strategies for curriculum change are also addressed. (SW)

ED 168 515 IR 007 014

Butler, Brett

A Nationwide Location Data Base and Service. Network Planning Paper Number 1, 1978. Final Report.

Butler Associates, Los Altos, Calif.

Spons Agency-Council on Library Resources, Inc., Washington, D.C.; Library of Congress, Washington, D.C. Network Development Office.
Pub Date-78
Note-70p.; For related documents, see IR 007 014-017
Available from-Customer Services Section, Cataloging Distribution Service, Library of Congress, Navy Yard Annex, Bldg. 159, Washington, D.C. 20541
Pub Type- Reports - Descriptive (141) - Collected Works - Serials (022)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-Cataloging, Geographic Location, *Information Networks, *Library Networks, On Line Systems, *Program Development, Program Planning, Tables (Data)
Identifiers-*National Library and Information Service Network, Register of Additional Locations

This working paper provides an initial discussion point for the construction of a national location service as a component of a national library and information service network. The study described had a dual purpose: (1) expansion of the Register of Additional Locations (RAL) data base by cooperative means, which involved identifying machine-readable data bases from which location reports could be obtained; and (2) a survey of users of the microform edition of the RAL to determine their requirements for location information and what improvements could be made. The survey was expanded to include all subscribers to the National Union Catalog (NUC) who receive the RAL as part of their annual subscriptions. A summary of responses, and detailed descriptions of the conclusions and recommendations are included. Distribution of the RAL in machine-readable form is recommended, allowing local or national entities the option of developing such online access as they find desirable. (Author/MBR)

Vandell, Deborah Lowe
Infant-Peer Sociability: Its Structure, Content and Situational Variability.
Spons Agency-Texas Univ., Dallas.
Pub Date-Mar 79
Note-25p.; Paper presented at the Biennial Meeting of the Society for Research in Child Development (San Francisco, California, March 15-18, 1979)
Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Behavior Patterns, *Infant Behavior, Infants, Interaction, *Peer Relationship, *Play, Social Behavior, *Toys

In this study of early peer interaction, 32 first born infants (16 boys, 16 girls) were videotaped in pairs at 6, 9 and 12 months. Each 15 minute session consisted of Toys Present (TP) and Toys Absent(TA) conditions counterbalanced across dyads. Three questions were addressed: (1) Are infants as young as 6 months capable of interacting with a peer? (2) What type of social acts are used during these early encounters? (3) Do toys facilitate the interactions? Successful attempts to interact occurred about 38% of the time. Interactions of the form social behavior/social response'' were the most common exchange even at 6 months, although less social contingencies were also common. Within the sequences, vocalizations, smiles and touches were the most frequent social acts used to initiate, maintain and terminate the interactions. Toys were found to have a significant effect on the interactions. More and longer sequences occurred in the absence of toys, and every social act with the exception of object related social acts was more frequent in the TA condition. There were indications, however, that the objects became more important towards the end of the first year. (Author/RH)

ED 168 770 RC 011 248

Davis, Nancy J. Fuguitt, Glenn V.

Metropolitan and Nonmetropolitan Migration Streams in Wisconsin 1965-1970. Population Series 70. 6. Research Series No. 1.

Wisconsin Univ., Madison. Coll. of Agricultural and Life Sciences.; Wisconsin Univ., Madison. Dept. of Rural Sociology.

Spons Agency-Economic Research Service (DOA), Washington, D.C. Economic Development Div.

Pub Date-Jul 76

Note-67p.; Publication contributes to the North Central Region Cooperative Research Project NC-97, Population Redistribution in the North Central Region: Pre and Post 1970''

Pub Type- Reports - Research (143) - Collected Works - Serials (022)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors-Academic Achievement, Adult Education, Age Groups, Demography, Income, Labor Force, Migration, *Migration Patterns, Occupations, Population Distribution, Population Trends, Rural Population, *Rural to Urban Migration, *Sex Differences, *Socioeconomic Status, Tables (Data), Urban Population, *Urban to Rural Migration, Urban to Suburban Migration

Identifiers-*Wisconsin

Population growth rates in the 1950-1975 period indicate that metropolitan and nonmetropolitan streams of migration are of virtually the same magnitude in Wisconsin; metropolitan residents are moving to nonmetropolitan places as frequently as their nonmetropolitan counterparts are migrating to metropolitan communities. When migration streams are decomposed by sex, age, rural-urban residence, employment status, education, occupation and income, other implications of shifts in population can be assessed. Sex ratios do not differ significantly, but young adults are more migratory than any other age group in the population. Migration to urban places peaks at ages 15 to 24 whereas migration to rural areas peaks later at ages 25-34. This pattern suggests that young migrants seeking jobs, education, and marriage partners prefer living in urban areas, while those older are more likely to choose a rural residence, perhaps because of perceived advantages in the rural life for raising children. Rural to urban migrants are closer to native urbanites in education, occupational skills, income and employability than to the rural residents they left. Using data from the U.S. census, this study examines the volume and composition of metropolitan and nonmetropolitan migration in Wisconsin. Tabular data is used to reflect study findings regarding the direction of the migration streams, interstate migrant status, and compositional characteristics of the migrant streams. (DS)

ED 168 828 SE 026 894

Phillips, Don I., Ed. And Others

Research & Development in the Federal Budget, Colloquium Proceedings, June 15-16, 1977.

American Association for the Advancement of Science, Washington, D.C. Committee on Science and Public Policy.

Report No.-AAAS-77-R-4

Pub Date-77

Note-125p.; Parts may not reproduce clearly due to print quality

Available from-American Association for the Advancement of Science, 1515 Massachusetts Ave., N.W., Washington, D.C. 20005 ($5.00)

Pub Type

EDRS Price - MF01/PC05 Plus Postage.

Descriptors-*Budgets, Federal Aid, *Federal Government, *Financial Support, *Program Budgeting, Research, Research Opportunities, Science Education, Sciences, *Scientific Research

This conference presented a discussion of problems related to federal budgeting for research and development (R&D). It was organized around three working sessions. The first session considered the 1977 budget for R&D and the future outlook for R&D. The second session was devoted to the Congressional role in R&D budgeting. The third session addressed some of the fundamental problems of the budgeting process as it affects R&D. (BB)

ED 168 352 FL 010 205

Stern, H. H.

Second Language Teaching/Learning Strategies.

Pub Date-78

Note-14p.; Paper presented at the Annual Conference of the Modern Language Council of the Alberta Teachers' Association (1977)

Available from-Barnett House, Alberta Teachers' Association, 11010 142 Street, Edmonton, Alberta, Canada T5N 2R1 ($5.00 CDN yearly subscription, $2.25 CDN each back issue)

Journal Cit-Alberta Modern Language Journal; v17 n1 p38-50 Fall 1978

Pub Type- Speeches/Meeting Papers (150) - Journal Articles (080)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Audiolingual Methods, Audiovisual Instruction, *Communicative Competence (Languages), *Experiential Learning, French, Grammar Translation Method, *Immersion Programs, Language Fluency, *Language Instruction, Language Programs, Language Skills, Learning Theories, Linguistic Performance, *Second Language Learning, *Teaching Methods, Total Communication, Verbal Communication

This paper presents historical information about language teaching methods and focuses on ``formal'' and ``functional'' strategies of teaching and learning. Particular attention is directed toward the immersion type of education. A table that lists developments in language teaching theory from 1840-1977 is presented. A table that summarizes teaching/learning strategies, shown as dimensions, is also presented. Examples are cited to distinguish between formal and functional language learning strategies. Formal techniques, which are techniques of study and practice, do not coalesce into a full language in use. A problem with using language in isolation is that what is learned in the language class, may be difficult to apply in actual communication. Functional use of language is dictated by communication needs such as occur in residence abroad and in immersion programs. (SW)

ED 168 493 IR 006 982

Rivoire, Helena Lozoski, Laurene
Bucknell Automated Retrieval and Display System.
Bucknell Univ., Lewisburg, Pa. Ellen Clarke Bertrand Library.
Pub Date-Mar 75
Note-32p.; Some pages are minimally legible
Pub Type- Reports - Descriptive (141)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*Computers, *Electronic Data Processing, *Information Processing, Library Automation, *On Line Systems, University Libraries

This report describes the development and operation of BARDS, the Bucknell Automated Retrieval and Display System, an online bibliographic access system for a selected section of the collection at the Ellen Clarke Bertrand Library. This system was used by the Bucknell University community from June 1974 through January 1975; further development was suspended due to lack of funds. Data elements used and access points are described, and a listing of computer equipment needed to support the system is included. (RAO)

ED 168 557 IR 007 092

Dageforde, Mary L.
The BASIC Instructional Program: Conversion into MAINSAIL Language.
Stanford Univ., Calif. Inst. for Mathematical Studies in Social Science.
Spons Agency-Navy Personnel Research and Development Center, San Diego, Calif.
Report No.-NPRDC-TN-78-11
Pub Date-Apr 78
Contract-N-00123-76-C-1543
Note-15p.; For related documents, see IR 007 092-096
Pub Type- Reports - Descriptive (141)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Computer Based Laboratories, *Computer Science Education, Higher Education, *Instructional Programs, *Program Development, Programing, *Programing Languages, Tutorial Programs
Identifiers-*MAINSAIL, SAIL

This report summarizes the rewriting of the BASIC Instructional Program (BIP) (a hands-on laboratory'' that teaches elementary programming in the BASIC language) from SAIL (a programming language available only on PDP-10 computers) into MAINSAIL (a language designed for portability on a broad class of computers). Four sections contain (1) a description of BIP and reasons for wanting to rewrite it in a more machine-independent language; (2) a discussion of the process of rewriting BIP into MAINSAIL, and in particular, the redesign that was necessary to make BIP more machine-independent; (3) a description of MAINSAIL improvements over the SAIL version; and (4) the current status of MAINSAIL, BIP, and possible future developments. (Author/CMV)

ED 168 578 IR 007 120

LeBaron, John F.
Through the Tube Darkly.
Pub Date-75
Note-30p.
Pub Type- Information Analysis (070) ()
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*Affective Behavior, Anti Social Behavior, Behavior Development, *Childrens Television, Cognitive Development, *Commercial Television, Discriminatory Attitudes (Social), Improvement, *Programing (Broadcast), Public Television, *Television Commercials, Television Viewing, Violence

The research literature on the effects of television on the behavior and attitudes of children shows that most television programs and commercials present a highly distorted view of life and society and show discrimination in character roles with regard to sex and race. Above everything, American commercial television is violent and children represent an extremely large viewing population. Research indicates that television viewing strongly affects children in such areas as creativity, role models, cognitive development, and aggressive-violent behavior. Attitudes toward commercials tend to become more negative as children become older, but tolerance increases with the amount of television watched. The purchasing patterns of families with younger children appear to be affected by commercials. Much publicly-supported children's television programming is cognitively focused, but, despite its apparent success, public commitment to children's television shows little improvement. Child-created television, in which children produce their own programming, provides an alternative model to present practices and allows children's television to program "real" problem situations while controlling for anti-social behavior models. (CWM)

ED 168 620 JC 790 195

Smolen, Diane Bettinson, Charles H.
College Wide Former Student Follow Up Study.
Pub Date-8 Apr 79
Note-19p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, California, April 8-12, 1979)
Pub Type- Speeches/Meeting Papers (150) - Reports - Research (143)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Academic Aspiration, *Achievement, College Majors, Community Colleges, Employment Patterns, *Junior Colleges, *Occupational Aspiration, *Participant Satisfaction, Relevance (Education), Student Characteristics
Identifiers-*Student Objectives

A follow-up study was undertaken at Lansing Community College (Michigan) to determine whether former students had achieved their educational objectives, to collect assessment data on instruction and support services, and to identify the impact of college attendance on employment status. A stratified sample of 3,000 non-returning students was mailed a questionnaire. The data were analyzed by educational objective and completion of that objective. Of those who responded, 41% indicated an employment-related objective, 24% a transfer objective, and 12% indicated personal interest as an objective. A majority indicated their objective had been accomplished. Of those with employment objectives, 67% indicated that they were currently employed in an area related to their training. Former students reflected a positive assessment of the college's support systems, instruction, and academic courses. Of the support services, the planetarium programs, classroom and laboratory equipment, and the library facilities received the highest ranking. The general academic courses affected these students most in the areas of improved communication skills, increased feelings of self worth, and an increase in understanding others. A discussion of the mechanics of administering the survey and analyzing the results is also included. (Author/MB)

ED 168 698 PS 010 466

Steinberg, Laurence D. Green, Cynthia
How Parents May Mediate the Effect of Day Care.
Pub Date-Mar 79
Note-13p.; Portions of this paper were presented at the Biennial Meeting of the Society for Research in Child Development (San Francisco, California, March 15-18, 1979)
Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Child Care Centers, Child Development, *Day Care Services, Enrichment Experience, *Family Day Care, *Interviews, *Mother Attitudes, Parent Child Relationship, Parent Role

This paper investigates how parents are affected by various types of child care. Interviews were conducted with 109 mothers of children aged 2 to 3 1/2 years placed in one of three forms of substitute care arrangement (day care center, family day care and in-home care.) Most of the families were intact and middle class. The three groups of families did not differ in terms of socioeconomic status, family composition, parental or child age, reasons for day care, or maternal child-rearing values. The analysis of the interview responses revealed that parents are affected in different ways by the three care types. In general, utilizing center care appears to have the most positive effects on parents, using a babysitter in one's own home, the least. Mothers who use day care centers are most likely to report (as a result of the care experience): having become more knowledgeable as parents; feeling less harried; finding more enjoyment in parenting. They also tend to report more often that the parent-child relationship had improved. On the other hand, users of family day care are happier with the discipline their child receives and are more likely to feel that their child-rearing values are shared by the caretaker. Further study of the impact of day care arrangements on parents, and the consequent impact on the development of the child, is suggested. (Author/RH)

The Bureau of Indian Affairs Needs to Determine How Well Its Indian Training Program is Working and Assist Tribes in Their Training Efforts. Report of the Comptroller General of the United States.

Comptroller General of the U.S., Washington, D.C.

Report No.-CED-78-46

Pub Date-13 Feb 78

Note-29p.

Pub Type- Reports - Evaluative (142)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-*American Indians, *Contracts, Educational Programs, Employment Programs, *Federal Programs, Measurement, *Program Evaluation, Recordkeeping, Technical Assistance, *Tribes, *Vocational Education

Identifiers-American Indian Education, Bureau of Indian Affairs, Federal Indian Relationship, *Indian Action Team Program, Indian Technical Assistance Center

Comments from program directors, Indian contractors, and tribal leaders are considered in the report of the Bureau of Indian Affairs' (B.I.A.) Indian Action Team Program, implemented in 1972 to provide Indian people living on reservations with job training through Indian Technical Assistance Center contracts with tribal groups. Funding was $66.2 million to 1977, when there were 63 contracts. The B.I.A., through its Indian Technical Assistance Center, needs to determine the effectiveness of the training program by establishing evaluation measurements and then modifying the Indian contracts to reflect the measurement criteria and reporting requirements. The Center should evaluate the contractors' performance to determine which programs should not continue to be funded. Proposed programs should be evaluated and the best ones funded when money becomes available. In addition, the B.I.A. should assist tribes in their training efforts by reviewing all Indian Action Team Program contracts with Indian contractors to determine the need for technical assistance and then providing it. Benefits to the tribes from the program include job training, substantial improvements to various Indian facilities, and increased pride. (SB)

ED 168 288 EC 114 429

100 Essential Signs.
Texas School for the Deaf, Austin.
Spons Agency-Office of Education (DHEW), Washington, D.C.
Pub Date-Jan 78
Note-29p.
Available from-Texas School for the Deaf, 1102 South Congress, Austin, Texas 78704 ($1.00)
Pub Type- Reference Materials - Vocabularies/Classifications (134)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Aurally Handicapped, *Deaf, Safety, School Personnel, *Sign Language, Spanish

The booklet contains illustrations of 100 basic signs for use by school employees in working with the deaf. The signs were chosen for inclusion in the booklet by a committee which reviewed hundreds of signs and evaluated their importance in communicating with the deaf. The illustrations, taken in large part from the "Preferred Signs for Instructional Purposes" text, appear with the English and Spanish word equivalents. The signs are broken down into three categories - safety signs such as stop, go, wait, cold, and hospital; informative signs such as where, boy, mother, teacher, after, and month; and courtesy signs such as good morning, hi, sorry, and excuse me. A brief explanation of the markings appearing in the booklet and the manual alphabet are also included. (PHR)

ED 168 309 FL 010 132

Hildebrandt, Herbert W.

Semantic Polarization as a Measure of Sexism in Language.

Pub Date-78
Note-15p.; Paper presented at the International Colloquium on Verbal Communication (6th, Vienna, Austria, Summer 1978) ; Pages 14 and 15 marginally legible
Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150) - Information Analysis (070)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Annual Reports, Comparative Analysis, Cultural Context, English, Etymology, Females, German, Language Research, *Language Standardization, *Language Usage, Males, Plurals, Publications, *Semantics, *Sex Discrimination, *Sex Fairness, Sex Role, *Sex Stereotypes, Sociolinguistics, Standard Spoken Usage

Sexism is a social issue in the U.S. which is suggested both by the popular press and the scholarly world. Teachers of English, psychologists, publishers, the U.S. government, the legal field, dictionaries, and especially the women's movement have commented upon and have been involved in the study of sexism, and in the advocacy of change toward more equality. Semantic stereotyping occurs in certain elements across cultures, which can be seen by comparing the written annual reports of selected U.S. and German companies. Neuter terms occur in publications of both cultures, but gender marking is both visually and linguistically evident across cultures; plural subjects are frequent and thereby demand neuter pronouns, but suggest plurality of groups rather than avoidance of sexism; use of generic ``he'' is infrequent with more use given to the sex-specified pronoun; and women's names as part of an annual report are non-existent in both cultures. Of the two cultures, the German annual report appears to be more male-oriented. However, although more females appear in the U.S. annual report, they are often portrayed in stereotyped roles. (Author/MHP)

ED 168 537 IR 007 061

Fjeldsted, Margaret, Ed.
Guidelines to Update Images of Women in Television.
California State Commission on the Status of Women, Sacramento.
Pub Date-25 Jul 77
Note-62p.
Pub Type- Collected Works - General (020) - Opinion Papers (120)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-*Broadcast Television, Community Attitudes, *Females, Guidelines, *Mass Media, Programing (Broadcast), Public Opinion, *Radio, Sex Discrimination, *Sex Stereotypes, Television Research

Input from 25 media groups, including the Screen Actors Guild and American Federation of Television and Radio Artists (AFTRA), considered the image of women on television and radio as part of public hearings held by the California Commission on the Status of Women. Presentations included here touch on the citizen's role in assuring fair treatment in the news, programming, ascertainment of community needs, lack of women in the industry, and children's programming, and provide statistical data on these issues. It is argued that the misrepresentation of women in the mass media labor force affects the continuing misrepresentation of women on television and radio programs and in the written media. Research results and statistical data are provided in seven areas: (1) analysis of new three-network prime-time programming; (2) use of women and minorities in prime-time television shows; (3) sex roles in television commercials; (4) public attitudes and preferences in television; (5) statistics for women in news and announcing for Los Angeles, San Diego, and San Francisco; (6) membership breakdown and male-female representation for AFTRA; and (7) number of men and women in specific television programs. Guidelines suggested by the Commission to assist the media in achieving more realistic portrayals of women are based on testimony and data from the hearings. (CWM)

ED 168 600 IR 007 174

Halpin, Peter
Standard Air Pollution Classification Network: A Thesaurus of Terms (As Used in the APTIC Data Base). Second Edition.
Environmental Protection Agency, Washington, D. C.
Report No.-EPA-450/1-78-002
Pub Date-Mar 78
Note-184p.
Available from-U.S. Environmental Protection Agency, Library Services Office, Research Triangle Park, North Carolina 27711 (Free, while supply lasts)
Pub Type- Reference Materials - Vocabularies/Classifications (134)
EDRS Price - MF01/PC08 Plus Postage.
Descriptors-*Air Pollution Control, Classification, Data Bases, Indexes (Locaters), Language Standardization, *Pollution, *Subject Index Terms, Vocabulary

This thesaurus presents the specialized terminology and air pollution indexing terms used for the storage of, and search for, information in the Air Pollution Technical Information Center (APTIC) data base file, and illustrates the rules formulated for their use. The meanings of the terms are implied rather than defined, being implicit in the network of conceptual relationships represented among the terms. The thesaurus is divided into three main parts: (1) Thesaurus of Terms arranged alphabetically; (2) Systematic Microthesaurus subdivided into four sections, one of which contains the hierarchical air pollution descriptors; and (3) Descriptors lists descriptors and superseded terms separately. (Author/CWM)

Kirby, Emily B.

Evaluating and Communicating College Transfer Students' Perceptions of Selected Institutional Characteristics.

Pub Date-12 Apr 79
Note-23p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, California, April 8-12, 1979)
Pub Type- Speeches/Meeting Papers (150) - Reports - Descriptive (141)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Articulation (Program), Community Colleges, Counselor Role, Graduate Surveys, Institutional Characteristics, *Institutional Research, *Junior Colleges, Participant Satisfaction, Questionnaires, Student Attitudes, *Transfers, *Transfer Students

The Transfer Programs Outcomes (TPO) system developed by Oakton Community College (Illinois) focuses on the evaluation and communication of community college transfer students' perceptions of selected senior institutional characteristics. The objectives of the program are (1) to develop an effective, rapid feedback method for follow-up of community college students at senior institutions; (2) to develop a dissemination strategy for results; (3) to develop tools for assuring collection, analysis, and transmission of information about transfer to the senior institution; and (4) to increase the accuracy of prediction of success of transfer students. TPO data gathering procedures entail each college counselor being responsible for transfer relationships with one senior institution within the state. A one-page questionnaire eliciting information from the transfer students on the community college, senior college, and articulation was designed to provide a textual summary of results to be sent to transfers within four weeks of the original mailing, which also encourages non-respondents to return their questionnaires, and to generate an annual report comparing senior institutions and providing a composite of student perceptions of their community college experience. The development of the data base, methods of analysis, and the dissemination strategy are discussed and a bibliography is included. (MB)

ED 168 678 PS 010 343

Webb, Roger A., Ed.

Social Development in Childhood: Day-Care Programs and Research.

Spons Agency-National Inst. of Child Health and Human Development (NIH), Bethesda, Md.; National Science Foundation, Washington, D.C.; Robert Sterling Clark Foundation, Inc., New York, N.Y.

Pub Date-77

Note-196p.; Papers from the Hyman Blumbert Symposium on Research in Early Childhood Education (4th, Baltimore, Maryland, March 7-9, 1974)

Available from-Johns Hopkins University Press, Baltimore, Maryland 21218 ($12.50, hardcover; $3.45, paperback)

Pub Type- Collected Works - General (020) - Speeches/Meeting Papers (150)

Document Not Available from EDRS.

Descriptors-Attachment Behavior, *Child Rearing, *Day Care Programs, Early Childhood Education, Elementary Education, Infant Behavior, *Interaction Process Analysis, *Intervention, Mothers, Parent Child Relationship, Peer Relationship, *Preschool Children, Program Descriptions, *Social Development, Socialization

This book is a collection of six theoretical and practice oriented papers on issues related to the problems of intervention in the social development of young children. Topics dealt with in the papers are: mother-child interaction in day care and home reared children; the history, function and sequelae of a form of reunion behavior following separation (avoidance of the mother) in home-reared children; the social and intellectual consequences of day care for high-risk infants; the implications, for educational intervention, of the processes which mediate between social events and intellectual competence; and the effects of peer interactions in facilitating the social development of preschool children. The final paper describes Project Aware, a program designed to facilitate social development in children in the kindergarten and elementary school years. (CM)

ED 168 829 SE 026 895

Phillips, Don I., Ed. And Others
R&D in the Federal Budget: R&D, Industry, & the Economy. Colloquium
  Proceedings, June 20-21, 1978.
American Association for the Advancement of Science, Washington, D.C.
  Committee on Science and Public Policy.
Report No.-AAAS-78-R-3
Pub Date-Sep 78
Note-181p.
Available from-American Association for the Advancement of Science, 1515
  Massachusetts Ave., N.W., Washington, D.C. 20005 ($6.00)
Pub Type
EDRS Price - MF01/PC08 Plus Postage.
Descriptors-*Budgets, Federal Aid, *Federal Government, *Financial
  Support, *Program Budgeting, Research, Research Opportunities, Science
  Education, Sciences, *Scientific Research

Included in this report on the third conference on federal research and development (R&D) budgeting are the texts of the prepared presentations and summaries of the discussions that followed. Opinions and recommendations are presented on topics such as the level and focus of R&D in industry, the rate of innovation in the United States, the U.S. technological position in the world, the focus of government R&D, the effects of government regulations on industry investment decisions, and the relationship between R&D and the economy. (BB)

ED 168 333 FL 010 167

Asian Pacific Perspectives: Korean Americans.
Los Angeles Unified School District, Calif.
Pub Date-76
Note-88p.; For related Documents, see FL 010 145, 164-166, 168
Available from-Publications Unit, Los Angeles Unified School District, 450 N. Grand, Rm. G230, Los Angeles, California 90012
Pub Type- Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC04 Plus Postage.
Descriptors-Cultural Awareness, *Cultural Background, *Cultural Education, Elementary Education, *Ethnic Groups, History Instruction, Immigrants, Korean, *Korean Americans, *Korean Culture, *Minority Groups, Social Values
Identifiers-*KEYS Project, Knowledge of English Yields Success Project

These instructional materials on Korean Americans for elementary students were developed through the K.E.Y.S. project (Knowledge of English Yields Success). Information is included about early immigrants, the second generation, student groups, war brides, recent immigrants, and third and fourth generations. A chart of traditional and modified values of the Korean culture is included. Resource guides describe the purpose of the unit, how to use the guide and instructional materials, traditional and modified customs, and suggested activities. Resource guides include: Korean Children's Day, Teacher's Resource Guide for Booklet''; Korean New Year, Teacher's Resource Guide for Poster''; and Korean Thanksgiving, Teacher's Resource Guide for Booklet.'' Activity units list concepts and/or skills involved, materials, procedure, suggested activities, and additional information. Activity units are on: Chima and Chogori (Wraparound skirt and blouse), Chogori (Shirt), Cho Raan (Date Balls), Chumoni (Pouch), Gyung Dan (Sesame Rice Cake), In Hyung (Doll), Jango (Hourglass Drum), Jingle Bells (Korean), Jool Dang Gi (Tug of War), Kang Gang Suwolle dance, Kim Chee (Pickled Vegetables), Mu Kung Wha (Rose of Sharon), New Year's Song, Norigae (ornament), Paji (Trousers), Song Pyon (Thanksgiving Rice Cake), Vak Sik (Sweet Rice Cake), and Yut Nori (Counting Game). (SW)

ED 168 334 FL 010 168

ED 168 373 HE 010 698

Keys to Educational Opportunity in Pennsylvania.

Pennsylvania Association of Colleges and Universities, Harrisburg.; Pennsylvania Higher Education Assistance Agency, Harrisburg.

Pub Date-77
Note-288p.; Maps on pages 156-157 will not reproduce clearly
Available from-Pennsylvania Association of Colleges and Universities, 800 North Third Street, Harrisburg, PA 17102
Pub Type- Guides - General (050) - Reference Materials (130)
EDRS Price - MF01/PC12 Plus Postage.
Descriptors-Access to Education, Admission Criteria, *College Choice, College Environment, *College Programs, *Educational Supply, *Federal Aid, Financial Support, Higher Education, *Institutional Characteristics, Student Characteristics, *Student Financial Aid
Identifiers-*Pennsylvania

This publication is divided into three sections that provide profiles of the colleges and universities in Pennsylvania, program listings, and information on student aid. The guide is designed to help high school students and their counselors select those programs and institutions of higher education that best match the students' needs, interests, and resources. The institutional profiles present general information, admission procedures, admission requirements, 1975 Scholastic Aptitude Test scores and class rank in fifths, information on financial aid, and a brief description of unique or distinctive features of the college. The program listings are organized according to the taxonomy of the Higher Education General Information Survey, which classifies all degree programs into major areas of study. A profile of student aid for Pennsylvanians through the Pennsylvania Higher Education Assistance Agency (PHEAA) and a list of regional offices of PHEAA are provided. Very brief summaries of the following federal programs are included: Basic Educational Opportunity Grant Program, National Direct Student Loan Program, Supplemental Educational Opportunity Grant Program, and College Work-Study Program. (SW)

Boyd, Joseph D., Comp. Francis, Sybil E., Comp.
National Association of State Scholarship and Grant Programs 10th Annual Survey, 1978-79 Academic Year.

National Association of State Scholarships and Grant Programs.
Pub Date- 78
Note-78p.
Available from-Illinois State Scholarship Commission, 102 Wilmot Rd., Deerfield, IL 60015
Pub Type- Numerical/Quantitative Data (110) - Reports - Research (143) - Reference Materials - Directories/Catalogs (132)
EDRS Price - MF01/PC04 Plus Postage.
Descriptors-*Financial Support, *Grants, Higher Education, Incentive Grants, Private Colleges, Program Administration, *Scholarships, *State Aid, State Colleges, State Programs, *Student Financial Aid, *Undergraduate Students
Identifiers-Basic Educational Opportunity Grants, *National Assn of State Scholarship Grant Prog, State Student Incentive Grants

Information is presented on National Association of State Scholarship and Grant Programs (NASSGP), based on a 1978-79 academic year survey. These are state or territory funded scholarship/grant programs for undergraduate students with financial need. The contents include: historical data; summary data of programs by public and private sectors; administrative cost data; comparative data on dollars, number of awards, and related data by states for 1977-78 and 1978-79; index of effort by state, ranked mean award by state, competitive programs awards and dollars; data on State Student Incentive Grant Programs; responsibility for state administration; need-based undergraduate, gift, and aid programs administered by states; programs administered through other agencies; other programs administered by states; non-funded programs; state advisory committees; program characteristics; agency's definition of a self-supporting student; comments from individual states; and a 1978-79 NASSGP Directory. In addition the survey provides answers to the following questions: Is the agency receiving basic grant application information regularly? What impact/decisions relating to Federal BEOG has the agency made? Is the existence of basic grants causing any significant change in state-funded gift aid programs? How does the agency attempt to influence the overall packaging of student aid awards? What changes or planned changes in programs and/or operations are occurring? (SW)

ED 168 410 HE 011 107

Circular A-21: Cost Principles for Educational Institutions. NACUBO Special Report 79-4.
National Association of Coll. and Univ. Business Officers, Washington, D.C.
Pub Date-9 Mar 79
Note-17p.; Not available in hard copy due to small print
Available from-National Association of College and University Business Officers, One Dupont Circle, Suite 510, Washington, D.C. 20036
Pub Type- Legal/Legislative/Regulatory Materials (090) - Guides - Non-Classroom (055)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-Cost Effectiveness, *Costs, Definitions, Educational Assessment, *Educational Finance, *Federal Aid, *Federal Regulation, *Financial Policy, *Government School Relationship, Higher Education, School Accounting
Identifiers-*Office of Management and Budget

The Office of Management and Budget Circular A-21 on cost principles for educational institutions, which was published in the Federal Register on March 6, 1979, is reproduced in its entirety, and a brief introduction by Max A. Binkley is presented. The circular established principles for determining costs applicable to federal grants, contracts, and other agreements with educational institutions. The principles deal with the subject of cost determination applicable to research and development, training, and other sponsored work performed by colleges and universities under federal aid or under other agreements with the federal government. The circular discusses direct costs, indirect costs, the identification and assignment of indirect costs, the determination and application of indirect cost rate(s), a simplified method for small institutions, and general provisions for selected items of cost. This circular is a revision of Federal Management Circular 73-8. A summary of comments received on the revision, grouped by subject area, is included. (SW)

ED 168 468 IR 006 940

Projects and Programs: Libraries and Learning Resources-1978-1979. Standards ESEA IV, PART B.
New York State Education Dept., Albany. Bureau of School Libraries.
Pub Date-78
Note-51p.; Best copy available; For related documents, see ED 115 253 and ED 162 652
Pub Type- Guides - Non-Classroom (055)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-*Audiovisual Aids, Counseling Goals, *Counseling Services, Educational Resources, Elementary Secondary Education, Federal Aid, Guidance Services, *Guidelines, *Instructional Materials, Instructional Materials Centers, Media Selection, *School Libraries, Teaching Methods, Testing Programs
Identifiers-*Elementary Secondary Education Act Title IVB

These standards are intended to assist local school districts in New York State in selecting educational resources and audiovisual equipment and in providing for testing, guidance, and counseling services under Title IV, Part B of the Elementary and Secondary Education Act. The main purpose of the standards is to establish qualitative and quantitative measures which will set minimum levels below which educational programs cannot be effective, and which will stimulate efforts to go beyond minimum levels to achieve excellence in educational opportunity. Operational guidelines are provided for Guidance and Counseling Services, School Library Media Programs, and Educational Communication Programs. Objectives, types of programs, and/or criteria for the selection of materials and equipment are outlined for the following content areas: agriculture, art, bilingual education, business education, distributive education, drug education, English and language arts, foreign languages, health and health occupations, home economics, the humanities, industrial arts, mathematics, music, physical education, reading, safety, science, and social studies. (RAO)

Canadian Union Catalogue Task Group Final Report to the National Librarian of Canada.
National Library of Canada, Ottawa (Ontario).
Pub Date-76
Note-91p.
Available from-Minister of Supply and Services, Ottawa, Ontario, Canada (Cat No. SN3-59/1976)
Pub Type- Reports - Descriptive (141) - Opinion Papers (120)
EDRS Price - MF01/PC04 Plus Postage.
Descriptors-Bibliographies, Communications, Cost Effectiveness, *Data Bases, Federal Aid, Information Retrieval, Library Collections, Library Cooperation, *Library Networks, *National Programs, Tables (Data), Union Catalogs
Identifiers-*Canada

The Task Group advocates the development, with the guidance and support of the National Library of Canada, of a Canadian Library Network with the objectives of equalizing opportunity for access to information and making use of total Canadian library resources more cost-effective. This network would be composed of three interrelated components a bibliographic network, a resource network, and a communications network. The bibliographic network would be based on a Canadian National Bibliographic Data Base compiled at the National Library of Canada. The resource network would be made up of the holdings of the National Library and other federal governmental libraries, designated resource libraries across the nation, and unique items held in other libraries. A communications network would consist of a delivery system for the actual transfer of items by such means as the postal service, interorganizational delivery, and information transmission systems. Costs of transmitting materials among libraries and of communications among libraries would be absorbed, alleviated, or, at the least, regionally equalized by the federal government. (Author/JD)

ED 168 516 IR 007 015

A Glossary for Library Networking. Network Planning Paper Number 2, 1978.

Dataflow Systems Inc., Bethesda, Md.
Spons Agency-Library of Congress, Washington, D.C. Network Development Office.
Pub Date-78
Note-37p.; For related documents, see IR 007 014-017
Available from-Customer Services Section, Cataloging Distribution Service, Library of Congress, Navy Yard Annex, Bldg. 159, Washington, D.C. 20541
Pub Type- Reference Materials - Vocabularies/Classifications (134)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Cataloging, Definitions, *Information Networks, *Library Networks, On Line Systems, *Vocabulary, Vocabulary Development
Identifiers-*National Library and Information Service Network

This glossary was developed to fill the need for a commonality of vocabulary for the persons from diverse fields computer experts, librarians, telecommunications engineers who are working together in the relatively new field of library networking. The criteria for the inclusion of a term require that it be in current use relative to library networking, that it be a term unfamiliar to the library community but basic to its comprehension of library networking, or that the term's standard meaning be narrowed or modified by its use in a library networking context. The definitions are functional rather than formal. (Author/MBR)

ED 168 639 JC 790 220

Stull, William A.
The Role of the Cooperative Education Director in the Two-Year College.
Pub Date-78
Note-13p.
Pub Type- Reports - Research (143)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Administrator Attitudes, Administrator Responsibility, *Administrator Role, Community Colleges, *Cooperative Education, *Junior Colleges, Program Administration, *Role Perception, Teacher Attitudes, *Vocational Directors

In order to determine the actual and ideal role of the cooperative education director as perceived by the director, immediate supervisors, and faculty, a random sample was drawn from 474 two-year colleges with cooperative education programs. Responses were received from 73 directors (77%), 54 supervisors (84%), and 38 faculty members (66%). The questionnaire asked respondents to rank 44 role behavior activity statements in terms of their actual and ideal importance. In terms of the directors' actual role, it was found that supervisors believed that directors were more involved with recruitment and selection of employers than did directors; and that faculty perceived directors as emphasizing proposal preparation, attendance at meetings and conferences, and student assignment more than directors believed was the case. On 40 of the 44 activity statements, the three groups expressed similar ideas on ideal behavior; however, supervisors would ideally involve directors with employer evaluation, conducting surveys of prospective students, and with the affirmative action role more than the directors' perceptions indicated would be ideal. The mean ideal score was significantly higher than the mean actual score on 36 of the 44 activity statements, indicating that directors were not satisfied with their own performance; however, perceptions held by directors as to their ideal role may be unrealistic in terms of the amount of time available to the director. (MB)

ED 168 717 PS 010 486

Prince, Albert

The Eyes Have It: Visual Help for Auditory Acuity.

Pub Date-Mar 79

Note-9p.; Filmed from best available copy; Paper presented at the Biennial Meeting of the Society for Research in Child Development (San Francisco, California, March 15-18, 1979)

Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Attention Control, Auditory Evaluation, *Auditory Tests, Elementary School Students, Preschool Children, Retarded Children, *Testing Problems, *Visual Stimuli

Identifiers-*Bekesy Audiometric Procedures

A non-aversive modification of Bekesy Audiometric Procedures (BAP) used in assessing hearing ability has been found to produce interpretable audiograms from children whose responses to the unmodified BAP were erratic and uninterpretable. In an experiment with six 8-year-old children, three subjects were assigned to a condition in which a light cue was provided that changed in brightness as the auditory stimulus changed in intensity. As a test session progressed, the light was systematically faded until a child had to rely entirely on the test tone. For the remaining three subjects the unmodified BAP were provided. Children receiving visual help learned to monitor and adjust the auditory test stimulus readily and their audiometric records were reliable. Further, when children who produced uninterpretable and erratic results under unmodified procedures were switched to the modified test procedure, their thresholds stabilized. A second experiment with six preschoolers and six third-graders investigated three sequences of stimulus presentation. All sequences produced equally reliable thresholds with the third-graders. Fading the test sound into the light presentation produced the most consistent threshold measurements for the preschoolers. The modification of the BAP offers an improved way to assess the hearing of difficult-to-test persons. Implications concerning auditory attention span are briefly indicated. (Author/RH)

ED 168 735 RC 010 881

Indian Tribal Sovereignty and Treaty Rights.
La Confluencia, Albuquerque, N. Mex.
Pub Date-78
Note-41p.; Based on the transcript of proceedings of a forum sponsored by the Cultural Arts Board of the Associated Students of San Diego State University, the California Council for the Humanities in Public Policy, the National Endowment for the Humanities and the Department of American Indian Studies at SDSU (San Diego State University, April 12-14, 1978)
Pub Type - Opinion Papers (120) - Reports - Descriptive (141)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*American Indians, Case Studies, Colonialism, *Ethics, *Federal Legislation, International Relations, Leadership, Policy, Political Attitudes, Politics, Reservations (Indian), *Treaties, *Tribes, United States History
Identifiers-American Indian Policy Review Commission, *Federal Indian Relationship, *Tribal Sovereignty

Legal, philosophical, legislative, historical, and international aspects of the issue of Indian tribal sovereignty and treaty rights are presented in six articles based on transcripted proceedings of a forum held at San Diego State University April 12-14, 1978. In the introduction, Sam Deloria examines various definitions of tribal sovereignty. In Political Ethics and Indian Advocacy'' Walter Koppelman notes that after 500 years of support for the principle of Indian self-government, little Indian self-government exists and that American liberty is at stake. Sovereignty: Fact or Fiction'' is a debate between Vine Deloria, Jr., and Congressman Lloyd Meeds about recommendations of the American Indian Policy Review Commission. Clara Sue Kidwell, in Case Studies: How Sovereignty works in the U.S. Today'', reports on tribal sovereignty as observed on and by the White Earth Chippewa Reservation (Minnesota), the Choctaw Reservation (Mississippi), and the Makah Reservation (Washington). Ed Castillo speaks on the preservation of Indian heritage. The topic of Indian Sovereignty in the Americas and in the International Community'' is examined by Roxanne Dunbar Ortiz and Tom Davies; they present an international perspective and examine political experiences of indigenous peoples in Latin America. The document concludes with a poem by Simon Ortiz. (SB)

ED 168 753 RC 011 181

Pitka, Lilly And Others
Athabascan Beading.
Pub Date-78
Note-24p.; Best copy available; Prepared by Fairbanks Native Association, Alaska
Pub Type- Guides - Classroom - Learner (051)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Alaska Natives, *American Indians, *Creative Art, Cultural Background, Design Crafts, *Handicrafts, Instructional Materials, Older Adults, *Teaching Procedures
Identifiers-*Athabascan (Tribe), *Beadwork, Cultural Contributions, Johnson OMalley Program, Woodland Indians (Anthropolgical Label)

For many years flowers and leaves formed the bulk of Alaskan Athabascan beadwork designs. Early Athabascan beadwork consisted primarily of simple geometric patterns, but after the advent of the French in Canada, elaborate floral designs popular in 18th and 19th century France were translated into Woodland Indian beadwork. In traditional procedure a sharp stick dipped into a flour and water paste traced the design onto a leather backing. Porcupine quills, seed beads, or beads from the local trader were sewn with moose sinew directly onto the backing. Two stitches, the lazy stitch and the overlay, could be used, and Alaskan Athabascans chose the overlay which employed two threads. One thread was used to string the beads; the other whipped the bead string onto the backing. The ancient procedures and designs are still in use today, although needles, white sewing thread, white felt or velvet, commercial beads and ink pens have replaced the more traditional materials. Drawing upon the expertise of two Athabascan artisans, this document relates their procedures for doing beadwork and gives beginning, intermediate and advanced beadwork designs. Photographs of finished work are also included. An excerpt from ``Alaskan Athabascan Beadwork'' by Kate Duncan discusses the craft and its history and describes beadwork styles characteristic of particular villages or areas. (DS)

ED 168 805 SE 025 094

Marcovitz, Alan B., Ed.

COED Transactions, Vol. X, No. 5, May 1978. STAGEF, A Program to Compute the Internal Variables of an Operating Distillation Column.

American Society for Engineering Education, Washington, D.C. Computers in Education Div.
Pub Date-May 78
Note-11p.
Available from-COED Transactions, ASEE, P.O. Box 308, West Long Branch, New Jersey 07764 (no price quoted)
Pub Type- Reports - Research (143)

Document Not Available from EDRS.

Descriptors-*Computer Assisted Instruction, *Engineering Education, *Heat, Higher Education, Instruction, *Physics, Science Education, *Technology, Temperature, Thermodynamics
Identifiers-*Distillation Columns

A digital computer program, STAGEF, designed for use with the distillation experiments in a typical undergraduate Chemical Engineering laboratory in Unit Operations is explained. The program enables the student to determine the rate of liquid overflow and vapor boil-up which leaves each tray within the distillation column. The student may also obtain the vapor compositions and then calculate stage efficiencies from these compositions. The program may be used with binary or multicomponent separations. STAGEF is written in subroutines, and three of these, which contain the computations unique to STAGEF, are described in detail. (Author/GA)

ED 168 289 EC 114 516

Teaching Texas Tots Consortium Evaluation Study.

Macy Research Associates, Dallas, Tex.
Spons Agency-Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.; Texas Education Agency, Austin. Div. of Special Education.
Pub Date-May 78
Note-156p.
Pub Type- Reports - Descriptive (141) - Reports - Research (143)
EDRS Price - MF01/PC07 Plus Postage.
Descriptors-*Day Care Services, *Delivery Systems, *Exceptional Child Research, Family (Sociological Unit), *Handicapped Children, *Home Instruction, Individual Development, Infants, Parent Child Relationship, Parent Reaction, *Program Evaluation
Identifiers-*Triple T Consortium (Teaching Texas Tots)

The report evaluates the impact and effectiveness of the Triple T Consortium (Teaching Texas Tots) using data gathered from nine of the 14 projects, pre-post test scores of a sample of 126 handicapped children (under 2 years) from the project, case studies reports from selected families, reports of sample children, and a parent reaction questionnaire. The consortium projects generally combined home/center delivery service, with the average age of children served being 21 months, and the number of children served totaling 924 (including 118 in the 3-year and older group). Results of the post test scores of the sample children showed highly significant improvement (greater than could be expected from a growth or maturation effect). Data from individual case studies showed that even those who had made the least progress had improved in one or more developmental areas. Family case study reports evidenced many positive changes during the project. Results of the parent survey demonstrated strong positive reaction to the project. (PHR)

ED 168 353 FL 010 207

German in the United Kingdom: Problems and Prospects. CILT Reports and Papers, 13.

Centre for Information on Language Teaching, London (England).
Pub Date-Jun 76
Note-128p.
Available from-Centre for Information on Language Teaching and Research, 20 Carlton House Terrace, London SW1Y 5AP, England
Pub Type - Guides - Non-Classroom (055)
EDRS Price - MF01/PC06 Plus Postage.
Descriptors-Educational Radio, Educational Television, Elementary Secondary Education, *German, Higher Education, *Instructional Materials, Instructional Media, Language Attitudes, *Language Instruction, Language Programs, *Language Teachers, Modern Language Curriculum, Resource Centers, School Industry Relationship, *Second Language Learning, Teacher Education, Teacher Educators, *Teaching Methods
Identifiers-*United Kingdom

Papers are presented from a colloquium on the teaching of German in the United Kingdom. Following an introduction by C.V. James, the following papers on the schools are presented: A General View'' by M. Lodge; A Regional View'' by R. Sheppard and G. Turner; As the Teacher-Trainer Sees Them'' by A. Hornsey; Problems of Organisation'' by J. Campbell; An LEA Perspective'' by D.M. Sidwell; and The Adviser's View'' by K. Emmans. Papers on higher education include: The Universities'' by J.L. Flood; Polytechnics and Similar Institutions'' by R. Oldnall; and The Role of the Language Centre'' by G. Seidmann. Papers on further education, commerce, and industry include: Further Education Colleges'' by J. Coutts and Commerce and Industry'' by E.V. Lee. Papers on teacher training include The Education and Training of Graduate Teachers'' by C.V. Russell and Colleges of Education'' by C. Fox. Papers on issues in methodology include: Teaching Children of Moderate Ability'' by D. Richards; The Importance of Accuracy'' by P. Newmark; and The Compleat Germanist'' by J.T. Smith. Papers on publishing and the media include: The Provision of Teaching Materials for German'' by G.D. Morley; Problems and Prospects in Publishing'' by R. Sawers; The Contribution of the BBC (Schools) by A.A. Wolff; and New Developments in Broadcast Language Teaching (Further Education)'' by E. Baer. Papers on educational visits and exchanges include: The Study of German in the United Kingdom: The Exchange Factor'' by J. Platt and The Centre for British Teachers in Europe Limited'' by T.L. Marsters. (SW)

Lueck, Lowell A. Gilbert, Charles C., III

Effect of Curricula Choice on Attrition at Western Illinois University.

Pub Date-29 Sep 78
Note-14p.; Paper presented at the Illinois Association for Institutional Research Annual Meeting (September 28-29, 1978)
Available from-Institutional Research and Planning Office, Western Illinois University, Macomb, IL
Pub Type- Speeches/Meeting Papers (150) - Reports - Research (143) - Numerical/Quantitative Data (110)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Academic Achievement, *Attrition (Research Studies), *College Majors, *College Students, Courses, Discriminant Analysis, *Dropout Research, Higher Education, Institutional Research, Research Projects, *School Holding Power, Selection
Identifiers-*Western Illinois University

The relationship between attrition and choice of major was studied at Western Illinois University. A secondary purpose was to determine whether measures of accademic ability, as well as curricular choice, will provide a basis for determining if attrition is likely to occur. Entering freshmen in the summer and fall terms of 1974, 1975, and 1976 were studied. Discriminant analysis procedures were used to predict attrition by combining college major and the following variables: high school percentile rank, ACT scores in English, math, natural science, social science, and ACT composite score. It was concluded that it is possible to improve prediction of attrition by combining measures of academic ability and achievement and major choice. It was found that information on initial achievement in college did not add materially to the ability to identify dropouts, while it did add to the ability to predict continuing students. The analysis seems to indicate that certain majors in particular, business, information science, education, and public affairs and services have a positive effect on retention of students. The study is being continued through the fall 1977 and 1978 classes. (SW)

Brachtenbach, Marilyn Hammond
Legislative Authority Over Tenure in Washington State's Public Institutions of Higher Education.
Washington State Legislature, Olympia. Senate.
Pub Date-Apr 78
Note-102p.; Not available in hard copy due to print quality
Available from-Washington State Senate, Legislative Building, Olympia, WA 98504
Pub Type- Legal/Legislative/Regulatory Materials (090) - Reports - General (140)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-*College Faculty, *Employment Practices, Faculty Handbooks, *Government School Relationship, Higher Education, State Government, *State Legislation, *Teacher Employment, *Tenure
Identifiers-Constitutions (Documents), Faculty College Relationship, *Washington

Broad legal constraints upon legislative authority over faculty tenure rights and the particular application of those constraints to the State of Washington are discussed. After defining tenure and tracing the creation of tenure rights, legislative authority over statutorily created tenure is discussed. Methods of legislative modification of tenure statutes may generally be accomplished in two ways, direct repeal of or amendment to the statute, and indirect repeal or amendment through inconsistent legislation. Whether by direct or indirect amendment, action taken by a state legislature to modify faculty tenure rights depends heavily upon the wording of the pertinent statutes creating the mechanism for award. Variations in statutory authorization for tenure award among higher education systems within a state may also limit a legislature's authority to modify tenure rights. Such a possibility is illustrated by the status of tenure rights in Washington. Appendices include excerpts from the U.S. and Washington State Constitutions; community college statute; four-year institution statutes; employment contract samples; faculty handbook excerpts; and K-12 statute. (SW)

ED 168 558 IR 007 093

Beard, M. H. Barr, A. V.
The BASIC Instructional Program Student Manual.
Stanford Univ., Calif. Inst. for Mathematical Studies in Social Science.
Spons Agency-Navy Personnel Research and Development Center, San Diego, Calif.
Report No.-NPRDC-SR-77-2
Pub Date-Oct 76
Note-75p.; For related documents, see IR 007 092-096
Pub Type- Guides - Classroom - Learner (051)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-College Students, *Computer Based Laboratories, *Computer Science Education, Glossaries, Input Output, *Instructional Programs, Programing, *Programing Languages, Tutorial Programs
Identifiers-*BASIC

This manual is the student's main source of information about the BASIC Instructional Program (BIP), a hands-on laboratory'' that teaches elementary programming in the BASIC language, and the BASIC language itself. The manual is organized as a reference document for students with no previous programming experience. Three major sections contain (1) an introduction to the course; (2) an explanation of general programming, discussions of programming concepts such as input and variables, and the specification of the BASIC statements used to implement these concepts, with the syntax and sample programs; and (3) a list and explanation of the commands that control the BIP system, some of which are identical to standard BASIC commands (e.g., RUN, LIST) while others give access to the unique features of BIP. A glossary is appended which lists all the specialized terms used in the manual, explains their use briefly, and gives references to the sections where detailed information can be found. (Author/GMV)

ED 168 579   IR 007 121

Bork, Alfred
Transferability of Computer-Based Learning Materials.
Pub Date-24 Jun 77
Note-15p.
Pub Type- Opinion Papers (120) - Reports - Descriptive (141)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Computer Assisted Instruction, Computer Programs, *Cooperative Planning, Information Dissemination, Instructional Aids, Instructional Innovation, Interagency Coordination, Intercommunication, *Programed Materials, *Teaching Methods

In order to get a comprehensive view of the problems and present development of the transferability to other locations of computer-based learning materials, it is necessary to examine short-range versus long-range viewpoints and the distinctions between computer-related aspects and those aspects associated with innovative learning and teaching techniques, using as examples present computer systems. With regard to short-range computer aspects, it is determined that the more systems the computer-based materials can run on, the less interesting pedagogically the materials are. Major problems regarding short-range innovative teaching aspects are political and sociological or involve instructors learning whether available materials are suitable for their course and reliable. Due to the changing computer technology, when we consider the long-range point of view, no computer aspects of transferability are important. However, the long-range view of innovative learning aspects poses problems with the marketing of future materials, the development of new materials based on the existence of the computer, and new modes of education. (CWM)

ED 168 621 JC 790 196

Garlock, Victor P.

Faculty Development at the Community College: Who Participates.

Pub Date-8 Apr 79
Note-16p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, April 8-12, 1979)
Pub Type- Speeches/Meeting Papers (150) - Reports - Research (143)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Attendance Patterns, College Faculty, Community Colleges, Department Directors (School), Effective Teaching, *Faculty Development, Inservice Teacher Education, *Junior Colleges, Motivation, *Participant Characteristics, Student Evaluation of Teacher Performance, Teacher Improvement, *Teacher Participation, *Teacher Seminars, Teacher Workshops

A dramatic increase in faculty development efforts at Cayuga County Community College (Auburn, New York) followed a change in administration. The three kinds of faculty improvement programs available were: (1) faculty participation projects such as workshops and seminars on professional growth (there were five during 1978); (2) instructional assistance projects in which faculty worked with specialists in areas such as audio-visual media and individualized instruction in a new learning skills center and in the audio-visual center; and (3) traditional practices such as granting sabbatical leaves and course reductions to encourage continued education either by taking university courses or by engaging in on-campus "improvement" projects. In light of the increased development activities, research was conducted to determine who among the faculty were participating. The total number of seminars or workshops participated in by each faculty member was the measure of their involvement. Comparing involvement with student ratings of teacher performance, it was found that those who were already competent participated most frequently. Participation was heaviest among untenured faculty, that is, among those whose job security was threatened. A higher rate of participation was found among department chairpersons, and a slightly higher participation rate among the general faculty as compared to the "skills subject" faculty. (MB)

ED 168 771 RC 011 249

Report of the Secretary of Health, Education, and Welfare on the Need for and Feasibility of Establishing an American Indian School of Medicine, as Required by Title VI of the Indian Health Care Improvement Act (Public Law 94-437). Report to Congress.

Cresap, McCormick, and Paget, Inc., New York, N.Y.
Spons Agency-Health Resources Administration (DHEW/PHS), Bethesda, Md. Bureau of Health Manpower.
Pub Date-Aug 77
Contract-231-77-0003
Note-199p.; Some pages marginally legible
Pub Type- Reports - Evaluative (142) - Legal/Legislative/Regulatory Materials (090)
EDRS Price - MF01/PC08 Plus Postage.
Descriptors-Accreditation (Institutions), American Indians, *Cultural Background, Demography, Financial Support, Health Services, Medical Care Evaluation, *Medical Education, *Medical Schools, Medical Students, *Needs Assessment, *Recruitment, Scholarships
Identifiers-*American Indian Education, Federal Indian Relationship, *Indian Health Care Improvement Act, Public Law 94 437

Based on all factors considered during an independently conducted six month long needs assessment and feasibility study in response to the Indian Health Care Improvement Act, Title VI, the Department of Health, Education, and Welfare reports on the need for an American Indian school of medicine (AISOM). A separate innovative educational institution providing a quality and relevant education leading to an M.D. degree should be developed to turn around the low percentage of Indians in the medical professions. An AISOM, which should meet the accreditation requirements of the AMA/AAMC Liaison Committee on Medical Education as well as specific needs of Indian peoples, is feasible because the current medical education system is inadequate to develop sufficient American Indian medical professionals and because the current status of American Indian health care is below that of the total population. The establishment of an AISOM in conjunction with scholarship and precollege/premedical programs would provide a comprehensive and effective strategy to significantly improve physician needs for all Indian peoples. Appendices include the complete report of the independent study group, sources of financing, and operating cost estimates for a medical school. (Author/SB)

ED 168 310 FL 010 142

Nakaba, Karen
Isamu.
Los Angeles Unified School District, Calif.
Pub Date-73
Note-33p.; A cassette is available to accompany the text; For related document see FL 010 166
Available from-Publications Unit, Los Angeles Unified School District, 450 N. Grand, Rm. G230, Los Angeles, California 90012
Language-Japanese; English
Pub Type- Guides - Classroom - Learner (051) - Creative Works (030)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*Bilingual Education, Cultural Awareness, Elementary Education, Ideography, Instructional Materials, *Japanese, *Japanese American Culture, *Language Instruction, *Reading Instruction, Reading Materials, *Second Language Learning, Uncommonly Taught Languages
Identifiers-*KEYS Project, Knowledge of English Yields Success Project

This bilingual-bicultural reader in Japanese and English is intended for elementary school children in a bilingual education setting. Pen-and-ink drawings illustrate the story of a young Japanese-American boy at home and school. Each page of the text is written in Japanese characters, Romanized form, and in English. (NCR)

ED 168 538 IR 007 062

Hinton, John R.

Individualized Instruction, What the Research Tells Us.

Pub Date-19 Apr 78
Note-15p.; Paper presented at the Annual Meeting of the Association for Educational Communications and Technology (Kansas City, Missouri, April 19, 1978)
Pub Type- Information Analysis (070) () - Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Behavioral Objectives, Cost Effectiveness, *Educational Research, *Individualized Instruction, Learning Modules, Mastery Learning, Performance Based Education, Proctoring, Retention, Student Teacher Relationship, Study Guides, *Teaching Methods

Literature on individualized learning appearing in the past three years includes many reports which are rewritings from the same data; however, generalizable results do exist for the practitioner. Individualized instruction systems work as well or better than traditional, conventional instruction. Students learn more, make higher grades, save time, perform better on examinations, and feel improvement in self-concept and self-confidence. Withdrawals appear to be about the same as in traditional courses, but great variability is suggested. Student attitudes are favorable; they like self-pacing, although lack of discipline and motivation cause difficulties. Learning modules and study guides are helpful and well liked; the value of lectures is uncertain. Learning objectives produce significant increases in learning, while proctors can improve the rate of student progress. Retention of learning is improved by individualized instruction and mastery learning reduces forgetting. Students like self-grading but feel more is learned with proctor-grading. Test anxiety and grade pressure are reduced with individualized learning, and increased student-staff interaction results in higher student appraisals of staff. Cost benefit studies are infrequent and assessments are imprecise. As materials used in individualized instruction increase in number, researchers continue to investigate their effectiveness and benefits. (CWM)

ED 168 601 IR 007 194

Parkhurst, Perrin E.

Applying the ATI Concept in an Operational Environment.

Pub Date-Mar 79

Note-15p.; Paper presented at the Annual Meeting of the Association for Educational Communications and Technology (New Orleans, Louisiana, March 1979)

Pub Type- Speeches/Meeting Papers (150) - Reports - Descriptive (141)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Educational Development, Educational Research, Environment, Flow Charts, Guidelines, *Instructional Design, *Learning Modules, Models, *Statistical Analysis, *Systems Approach

Identifiers-Aptitude Treatment Interaction

This paper describes a model for the systematic design, development, and validation of alternative instructional modules, by incorporating the basic concepts underlying Aptitude Treatment Interaction (ATI) analyses. The proposed working model is based on the premise that the ATI concept is best applied, not in isolation, but as an integral part of a dynamic decision-making instructional environment. Four areas of interest in the application of the ATI concept in an operational environment are discussed: (1) operational methodology, (2) variable categories, (3) statistical procedures, and (4) alternative module development guidelines. (Author)

ED 168 659 JC 790 244

Callas, Dennis

Campus Participation in the Development and Implementation of Faculty Selection Procedures.

Pub Date-12 Mar 79
Note-54p.; Ed. D. Practicum, Nova University ; Parts of appendix may not reproduce clearly
Pub Type- Dissertations/Thesis (040) - Guides - Non-Classroom (055)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-Community Colleges, Employment Interviews, *Faculty Recruitment, *Junior Colleges, *Personnel Policy, Student Attitudes, Student Participation, Teacher Attitudes, Teacher Participation, *Teacher Selection

In order to recognize and assess the qualities and qualifications of potential new faculty at the State University Agricultural and Technical College at Delhi, Vermont, a study was made to develop and implement faculty selection procedures through campus participation. The study involved a comprehensive review of the literature, consideration of industrial models of employee selection, surveying faculty to determine their characteristics and attitudes on new faculty selection, and polling students on their attitudes toward participation in the hiring of faculty. Three steps to a successful selection policy were noted: (1) knowledge of how to attract applicants; (2) a clear conception of what the job description is, and what qualities are necessary for satisfactory completion of the job; and (3) a means of assessing the candidate. The study indicated that a participational model of governance was best suited to implementing the policy. Recommendations outline the method of implementation of the selection process, with emphasis placed on the use of all available assessment techniques and structured interviews. Two unique recommendations were to use an initial group interview with the top candidates and to have each candidate teach one class session. The survey instruments and a bibliography are appended. (Author/MB)

Pierce, Chester M., Ed.
Television and Education. Sage Contemporary Social Science Issues 44.
Pub Date-78
Note-104p.
Available from-Sage Publications, Inc., 275 South Beverly Drive, Beverly Hills, California 90212 ($4.50)
Pub Type- Reports - Evaluative (142) - Opinion Papers (120)
Document Not Available from EDRS.
Descriptors-Animation, *Child Development, *Childrens Television, *Commercial Television, *Educational Television, *Instructional Aids, Learning Processes, Minority Groups, Nonverbal Communication, Racism, Socialization, Television Viewing

This booklet contains five papers focusing primarily on the potential of television for contributing to children's learning and prosocial behavior and on the problems involved in realizing this potential. The first paper provides information relevant to child development and learning theory. The second paper discusses the potential power of television in shaping the attitudes, values and behavior of inner-city children. The third explores the potential of children's television programming (educational and commercial) as a vehicle for modeling pro-reading behaviors. The fourth paper describes a study investigating the role played by television commercials in reinforcing or promoting racist attitudes and behavior. The final paper calls for reassessment of television teaching potential and describes how television inquiries should lead to alternative theories of learning. (Author/MP)

ED 168 699 PS 010 467

Kearsley, Richard B. Zelazo, Philip R.

Sex Typed Differences in the Spontaneous Play Behavior of Infants 9 1/2 to 15 1/2 Months of Age.

Pub Date-Mar 79

Note-12p.; Paper presented at the Biennial Meeting of the Society for Research in Child Development (San Francisco, California, March 15-18, 1979)

Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Age Differences, Cognitive Development, *Infants, *Play, *Sex Differences, *Toys

Identifiers-*Gender Identity

This study provides evidence of sex-typed behavior in the spontaneous play of infants between 9 1/2 and 15 1/2 months. Eight boys and eight girls at 9 1/2, 11 1/2, 13 1/2, and 15 1/2 months were observed during 15 minutes of free play with a variety of realistic toys equally divided into male, female, and neutral categories. Stereotypical, relational, and functional play and number of different uses were defined a priori and recorded in 10-second blocks. Significant main effects for age were found for the four classes of play. While total active play remained stable, the four classes of play differed with age. Stereotypical play (85% at 9 1/2 months was replaced by relational play (39%) as the dominant behavior at 13 1/2 months. Functional play, rare at 9 1/2 months, increased to 52% at 15 1/2 months. The number of different appropriate uses increased linearly with age. Significant category x sex interactions were found for stereotypical and functional play. Boys played more with male than female toys. Girls played more with female than male toys. Significant differences in sex related stereotypical play, absent at 9 1/2 months appeared reliably at 11 1/2 months. Significant differences in sex related functional play, absent at 11 1/2 months, appeared reliably at 13 1/2 months. The results indicate that sex type behavior occurs between 9 1/2 and 15 1/2 months and suggest that this phenomenon emerges during this 6-month period. (Author/RH)

ED 168 788 RC 011 268

Questionable Need for All Schools Planned by the Bureau of Indian Affairs. Report of the Comptroller General of the United States.

Comptroller General of the U.S., Washington, D.C.
Report No.-CED-78-55
Pub Date-15 Feb 78
Note-36p.; Not available in hardcopy due to poor print quality of original document
Pub Type- Reports - Evaluative (142)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-*Agency Role, American Indians, Consolidated Schools, *Educational Facilities, *Educational Finance, Government School Relationship, Needs Assessment, Policy Formation, *Program Evaluation, Public Schools, *School Construction, School Districts, School Improvement, School Location, School Size
Identifiers-*American Indian Education, *Bureau of Indian Affairs, Federal Indian Relationship

The Bureau of Indian Affairs (B.I.A.) estimates that as of January, 1978, about $300 million would be needed to renovate or construct school facilities for Indian children. The B.I.A. could save millions of Federal dollars by enforcing its policy of having Indian children attend nearby public schools when adequate facilities exist and by establishing and enforcing the policy of requiring attendance at nearby B.I.A. schools with available space, instead of renovating old schools or constructing new ones. Also, there exists no formal policy regarding the size of B.I.A. schools. Prior to construction, the B.I.A. should compare the cost (and cultural and academic benefits) of building more, smaller, scattered schools, as desired by the tribes and the B.I.A. Director of Education, against building fewer, more economically operated, centrally located larger schools. Finally, the 1979 B.I.A. school construction priority list is unreliable because it was developed without necessary planning data; B.I.A. did not verify data submitted on school construction applications, and policy concerning attendance boundaries is unclear. The B.I.A. should require comprehensive planning data, verify application data, and clarify attendance boundary policies before establishing a priority list of facilities needed to meet educational needs of Indian children. (SB)

ED 168 806 SE 025 283

Nuclear Science.
Pennsylvania State Dept. of Education, Harrisburg. Bureau of Curriculum Services.
Pub Date-77
Note-125p.; Appendix marginally legible
Pub Type- Guides - General (050)
EDRS Price - MF01/PC05 Plus Postage.
Descriptors-Atomic Theory, Biology, Chemistry, *Curriculum, Experiments, Instructional Materials, *Laboratory Safety, *Nuclear Physics, *Physical Sciences, Physics, Science Education, *Secondary Education

This document is a report on a course in nuclear science for the high school curriculum. The course is designed to provide a basic but comprehensive understanding of the atom in the light of modern knowledge, and to show how people attempt to harness the tremendous energy liberated through fission and fusion reactions. The course crosses what are considered the normal disciplines of science, entering into the three basic fields (biology, chemistry, physics). The document includes sections on laboratory safety and health physics, sources of radioisotope licensing, textbooks and references, equipment, types of students taking the course, an outline of the course of study and its units, laboratory experiments and techniques, and a list of teaching aids. The Appendix contains the United States Nuclear Regulatory Commission Rules and Regulations. (GA)

Abelson, Philip H.; Ed. Hammond, Allen L., Ed.
Materials: Renewable and Nonrenewable Resources. No. 4 in a Series of Special Science'' Compendia.
American Association for the Advancement of Science, Washington, D.C.
Report No.-AAAS-Pub-76-4
Pub Date-76
Note-210p.; Not available in hard copy due to marginal legibility of original document; for related documents, see SE 026 897-898
Available from-American Association for the Advancement of Science, 1515 Massachusetts Ave., N.W., Washington, D.C. 20005 ($4.00)
Pub Type- Reports - Research (143) - Collected Works - Serials (022)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-*Conservation Education, Economics, *Energy, Energy Conservation, Environment, Forestry, *Industry, *Natural Resources, Policy Formation, Research, Sciences, *Technology

Presented are 36 articles originally published in Science during 1973-75. The articles are divided into six sections entitled: (1) Policy Considerations; (2) Energy, Environment and Conservation; (3) Perspectives on Needs and Supplies of Resources; (4) Finding the Processing Minerals; (5) High Technology Materials; and (6) Wood and Plant Materials. Some of the topics discussed are: (1) international trade in raw materials; (2) basic research in materials; (3) energy implications of materials processing; (4) limits to exploitation of nonrenewable resources; (5) chemicals from coal; (6) seawater and the geochemistry of ore formation; (7) brittle ceramic materials for high temperature structures; and (8) the national forests. (BB)

ED 168 374 HE 010 705

Weaver, Ellen C.

Implications of Giving Women a Greater Share of Academic Decision-Making.

Pub Date-8 Mar 78
Note-16p.; Paper presented at Conference on Expanding the Role of Women in the Sciences, New York Academy of Sciences (March 6-8, 1978)
Pub Type- Speeches/Meeting Papers (150) - Opinion Papers (120)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Administrative Personnel, *Administrator Selection, *College Administration, Decision Making, Educational Administration, *Females, *Feminism, Higher Education, Interpersonal Competence, *Leadership, Power Structure, Recruitment, Role Models

Viewpoints about women in academic leadership roles were obtained from women administrators and experts on women in power in academe. Data cited indicate that there are few women at the top. Cultural practices like sports have influenced men to need to win; women acquire interpersonal skills and learn to achieve their ends by less direct means than men. Women also tend to simplify things since they have learned to devise short cuts that work. The ability to ask good, fresh questions and to seek answers to them through channels not commonly used is part of what makes women good on committees. Women in leadership positions provide role models for students. It is valuable for men as well as women to see women achieving. The first problem in appointing women to top positions is to find the women. Internships and training programs are essential, but expensive. An on-the-job approach might be helpful. There must be a willingness to identify able women and to give them support on the job and job security. Women who have top positions must bring other women in. Women must learn to understand the ways of power, which is diffuse, or distributive, in academe. (SW)

ED 168 393 HE 011 043

Michalak, Craig L., Ed.
Managing Tomorrow's University.
Pub Date-Sep 77
Note-156p.; Proceedings of the University of California Academic Business Officers' Conference (9th, Asilomar, California, April 3-6, 1977)
Pub Type- Speeches/Meeting Papers (150)
EDRS Price - MF01/PC07 Plus Postage.
Descriptors-Administrative Personnel, *Administrator Role, Budgeting, *College Administration, *Educational Finance, *Employer Employee Relationship, Financial Support, Government Role, Government School Relationship, Higher Education, Library Role, *Management Information Systems, Needs Assessment
Identifiers-Long Range Planning

The issues addressed in this conference report concern budgeting, the resourceful manager, extramural funding, employer-employee interaction, management information systems, and management of the university in the future. Contents include: the keynote address by F. E. Balderston; University Budgeting in an Era of Scarce Resources,'' by F. M. Bowen and S. O. Archibald; The University Administrator Images and Imaging,'' by C. Kovach; The Library's Role in the Support of Academic Departments,'' by S. C. Michalak; Current Literature in Management;'' University and College Management A Bibliography;'' Management for Academic Business Officers A Bibliography;'' Federal-University Relationships A Changed Environment,'' by N. H. Gross; Federal Audit Problems,'' by J. A. Perkins; Queen Victoria's Chair,'' by J. H. Stanford; a discussion on extramural funding; Myths and Realities of Health and Adjustment to Work,'' by P. M. Lewis; Dynamic Followership in a Leadership-Oriented World,'' by W. J. Crocket; Long Range Personnel Planning,'' by A. Kleingartner; The Office of the General Counsel,'' by J. L. Cowan, Jr.; Information Systems,'' by B. Sisco; A Conceptual Framework for a University Information Systems Plan;'' Strategy for Achieving the Conceptual Framework;'' Information Management Needs Assessment,'' by R. West; One Campus' Approach,'' by F. J. Bailey; and Putting It All Together: Integrative Thoughts and Actions in the Management of Unmanageable Systems,'' by F. Massarik. (SW)

ED 168 411 HE 011 111

The Necessity and Desirability of Including Recipients of Federal Grants Other Than from the Veterans Administration in the 85-15 Ratio Computation. (Prepared in Compliance With Section 305, Public Law 95-202). House Committee Print No. 168.

Veterans Administration, Washington, D.C.
Pub Date-Sep 78
Note-23p.; Tables are in small print
Available from-Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402
Pub Type- Reports - Evaluative (142) - Legal/Legislative/Regulatory Materials (090)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Calculation, College Administration, *Eligibility, *Federal Aid, Federal Legislation, *Federal Regulation, Financial Support, Grants, Higher Education, Institutional Characteristics, *Student Financial Aid, *Veterans Education
Identifiers-Basic Educational Opportunity Grant Program, California, Georgia, Illinois, New York, Supplemental Educational Opportunity Grant Program, Texas, *Veterans Administration

This report presents the findings and recommendations of a study by the Veterans Administration concerning the necessity for including in the computation of the 85-15 ratio those students in receipt of grants from federal agencies other than the Veterans Administration. The problems incurred by educational institutions in the implementation of the provisions of the law (section 1673(d), title 38, United States Code) are also examined. The study was conducted from May 15, 1978, through July 24, 1978, by staff members of the Veterans Administration. Officials of 16 schools in California, Georgia, Illinois, New York, and Texas were interviewed. The officials were asked to describe in detail their school's administrative organizations, registration procedures, policies for declarations of majors by students, and the information systems that are used by their schools. This report includes background information on the 85-15 ratio rule, the Basic Educational Opportunity Grant Program (BEOG), and the Supplemental Educational Opportunity Grant Program (SEOG). Based on the findings and conclusions of the study, it is recommended that the law be amended to rescind the requirement that recipients of BEOG and/or SEOG benefits shall be considered in computing 85-15 ratios. Appendices included the revised DVB circular 20-76-84; the interview schedule; and student, veteran, BEOG, and SEOG enrollment data for the educational institutions visited during the study. (SW)

ED 168 469 IR 006 942

Webster, Duane E.

Improving Library Performance: Quantitative Approaches to Library Planning.

Association of Research Libraries, Washington, D. C. Office of Univ. Library Management Studies.
Pub Date-13 Apr 77
Note-33p.; Best copy available
Pub Type- Reports - Descriptive (141) - Reports - Research (143)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*Decision Making, *Library Administration, Library Automation, *Library Planning, Management by Objectives, Management Information Systems, Performance, *Problem Solving, Program Improvement, Resource Allocations, *Systems Approach

The use of analytical models and quantitative methods for both short- and long-range problem solving offer library managers an excellent opportunity to improve and rationalize decision-making for strategic and organizational planning. The first step is to identify the problems confronting the library and understand its current capabilities. Several dimensions of planning scope, time frame, nature of decision, and staff involvement must be considered in the development of a planning strategy. Recognizing these dimensions, planners will be able to focus on the critical issues and to apply the most appropriate quantitative and computational techniques. Critical issues that demand primary attention in the planning process include the information system needed to support strategic planning, the allocation of resources, the analytical approaches to understanding the library environment, the relationships of organizational processes and climate to effective planning, and the assessment of library performance. A comprehensive planning framework should approach the library as a complex dynamic system with interdependent relationships and changing characteristics. Utilization of decision models developed for libraries and computer applications, along with proper staff management, make efficient library planning possible. (CWM)

ED 168 495 IR 006 985

Council on Library Resources, Inc. The Year 1977-1978. 22nd Annual Report.

Council on Library Resources, Inc., Washington, D.C.

Pub Date-78

Note-61p.; For related document, see ED 152 312

Pub Type- Reports - Descriptive (141)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors-Budgets, Financial Support, *Foundation Programs, Library Administration, Library Cooperation, Library Education, Library Networks, *Library Planning, *Library Research, Library Services, National Programs, Publications

Highlights of the Council's activities during the year are briefly reviewed, and the current board of directors, committee members, officers, and staff members are listed. Areas covered include (1) the national and international scene, including the Council's work towards a national periodicals center, promotional efforts for national bibliographic control, involvement in two automated projects CONSER and COMARC that came to a close during the fiscal year, activities associated with the development of library networks and library standards, and cooperative international endeavors; (2) planning for institutional change, including programs/projects in library management, services, needs, and collections; (3) professional development, i.e., various intern and fellowship programs; and (4) a look at the year ahead, particularly in bibliographic control, collection building, library management, professional education, and analysis and planning. The report concludes with a list of publications that resulted from Council-supported programs and fellowships, financial statements for projects active in fiscal 1978 (unaudited), a schedule of appropriations for Council-administered projects, and other budgetary data. (JD)

ED 168 517 IR 007 016

Buchinski, Edwin J.

Initial Considerations for a Nationwide Data Base. Network Planning Paper Number 3, 1978.

Spons Agency-Library of Congress, Washington, D.C. Network Development Office.

Pub Date-78

Note-61p.; For related documents, see IR 007 014-017

Available from-Customer Services Section, Cataloging Distribution Service, Library of Congress, Navy Yard Annex, Bldg. 159, Washington, D.C. 20541

Pub Type- Reports - Descriptive (141)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors-*Cataloging, Catalogs, Data Collection, Design, Flow Charts, *Information Networks, Information Processing, *Library Networks, On Line Systems, *Program Planning, Subject Index Terms

Identifiers-*Authority File, *National Library Information Service Network

This network planning paper discusses creation and maintenance of authority files as one of the essential components of bibliographic control, which is a prerequisite to the access of information. Authority files impose consistency on the organization of information and thereby greatly facilitate information retrieval. In the creation of a union list of materials, these authority files become the normalizers of entries, making it possible for users to obtain maximum holdings information. This paper includes 19 task considerations for the creation of authority and bibliographic files in relation to background data, network configuration, and authority system design. Topics discussed include the library catalog, its functions, basic problems, and cataloging in a network context; the authority file; the national library network resources and participants; a MARC format for the authority file; and guidelines for cataloging and design considerations for the file. (Author/MBR)

ED 168 559 IR 007 094

Dageforde, Mary L. And Others
The BASIC Instructional Program Student Manual: MAINSAIL Conversion.
Stanford Univ., Calif. Inst. for Mathematical Studies in Social Science.
Spons Agency-Navy Personnel Research and Development Center, San Diego, Calif.
Report No.-NPRDC-SR-78-9
Pub Date-Apr 78
Contract-N-00123-76-C-1543
Note-65p.; For related documents, see IR 007 092-096
Pub Type- Guides - Classroom - Learner (051)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-College Students, *Computer Based Laboratories, *Computer Science Education, Glossaries, Input Output, *Instructional Programs, Programing, *Programing Languages, Tutorial Programs
Identifiers-*MAINSAIL

This manual is the student's main source of information about the BASIC Instructional Program (BIP), a hands-on laboratory'' that teaches elementary programming in the BASIC language, which has been converted into MAINSAIL, a language designed for portability on a broad class of computers. The manual is organized as a reference document for students with no previous programming experience. Three major sections contain (1) an introduction to the course; (2) an explanation of general programming, discussions of programming concepts such as input and variables, and the specification of the BASIC statements used to implement these concepts, with the syntax and sample programs; and (3) a list and explanation of the commands that control the BIP system, some of which are identical to standard BASIC commands (e.g., RUN, LIST) while others give access to the unique features of BIP. A glossary is appended which lists all the specialized terms used in the manual, explains their use briefly, and gives references to the sections where detailed information can be found. (Author/CMV)

ED 168 640 JC 790 221

Schorzmann, Eugene F.

An Analysis of the Equitability of the Full-time Equivalent Enrollment Formula for the Distribution of State Aid Among Iowa Community Colleges.

Pub Date-79
Note-204p.; Ed. D. Dissertation, Nova University
Pub Type- Dissertations/Thesis (040) - Reports - Research (143)
EDRS Price - MF01/PC09 Plus Postage.
Descriptors-Average Daily Attendance, Average Daily Enrollment, Community Colleges, Educational Finance, *Enrollment, *Junior Colleges, Mathematical Formulas, Resource Allocations, *State Aid, Unit Costs, Vocational Education
Identifiers-*Full Time Equivalent Enrollment, Iowa, *Reimbursable Contact Hours

The full-time equivalent enrollment (FTEE) has been a significant factor to Iowa's 15 area community colleges for cost analysis, production comparisons, and for the distribution of state aid. The FTEE formula calculates units of production according to the ratio of reimbursable contact hours (RCH) to total contact hours generated by student attendance. For this study, annual budget data from all 504 vocational programs in the Iowa community colleges were analyzed to test the hypothesis that there was a significant difference in the mean RCH of programs among the 15 merged area colleges, caused by allowing flexibility in formula application when calculating FTEE. The results showed statistical differences in the mean percents of RCH of vocational programs among the colleges. A literature review revealed that the Florida and Texas community college systems had existing funding methodologies that were based on reliable units of measurement. It was concluded that: (1) the funding methodology used to distribute state aid moved away from program production accountability when cost-based funding was adopted for 1979; (2) the FTEE formula was an unreliable unit of measurement; and (3) the student contact hour, credit hour, or FTEE were acceptable provided that there was a standard definition for each. Appendices contain data analysis forms plus the Florida and Texas models. (Author/MB)

ED 168 718 PS 010 487

Chapman, Barbara Holland

An In-Depth Study of the Impact of the Parent Education Follow Through Program on Yakima, Washington.

Spons Agency-Department of Health, Education, and Welfare, Washington, D.C.; North Carolina Univ., Chapel Hill. School of Education.
Pub Date-Apr 79
Note-16p.; For related documents, see PS 010 489-491; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, California, April 8-12, 1979)
Pub Type- Speeches/Meeting Papers (150) - Reports - Evaluative (142)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Elementary Education, Ethnography, *Intervention, Interviews, Low Income Groups, Models, *Parent Education, *Parent Participation, Parent Student Relationship, Program Evaluation, *School Community Cooperation, School Community Relationship
Identifiers-Parent Education Follow Through Program, *Washington (Yakima)

This report represents a synthesis of data related to the impact of the Parent Education Follow Through (PEFT) Program in the Yakima (Washington) School District. It was compiled from reviews of written documents and interviews with both model sponsor staff and parents, teachers, community leaders and others within the Yakima School District. The program, in which paraprofessionals and parent educators worked with children in kindergarten and first grade classrooms and with their mothers in the homes, is briefly described. The political, economic and ethnic characteristics of the community and school staff are noted. The community's response to the program is said to be generally positive. It is concluded that the PEFT program is a dynamic force for institutional and social change within the Yakima community. Factors contributing to the apparent success of the program are discussed, along with some criticisms leveled at the program. (Author/BH)

Noel, Dorothy Elizabeth

Socialization, Ambition, and Career Expectations: Race-Sex Variations Among Adolescents.

Pub Date-Aug 78
Note-203p.; Publication contributes to USDA Cooperative State Research Service Southern Regional Project S-114, "Defining and Achieving Life Goals: A Process of Human Resource Development"; Master's Thesis, Texas A&M University ; Best copy available
Pub Type- Reports - Research (143) - Tests/Questionnaires 160) - Dissertations/Thesis (040)
EDRS Price - MF01/PC09 Plus Postage.
Descriptors-*Academic Aspiration, *Adolescents, Birth Order, Black Achievement, Black Students, Caucasian Students, Discriminatory Attitudes (Social), Equal Education, Equal Opportunities (Jobs), *Expectation, *Family Influence, Females, Males, Motivation, Occupational Aspiration, *Occupational Choice, Racial Differences, Role Conflict, Secondary School Students, Sex Differences, *Socialization, Womens Education, Working Women
Identifiers-*Ambition, Louisiana

The primary objective of the largely exploratory study was an empirical examination of familial socialization practices and their influence on ambition (measured as education and occupational expectations) of black and white males and females. Existing generalizations about career expectations were extended by establishing comparisons on the basis of sex and race, and by adding indicators of family structure, parental socialization practices and sex-specific behavioral patterns. Twenty-nine hypotheses were tested to determine if parental socialization practices would vary by race and sex of respondents, as suggested by existing literature. The actual results differed markedly from those expected. Major findings were that social origin influenced the career plans of all males more than all females and that early marriage plans of black females were associated with high occupational expectations. There also appeared to be research implications for the development of a concept of sex roles. The data base, an unbiased subsample of a larger 1970 cross sectional youth study, consisted of questionnaire responses from 2170 black and white male and female seniors from Louisiana public and private high schools. Appendices include the questionnaire and a comparison of data sets. (SB)

ED 168 754 RC 011 182

DeMarco, Pat, Ed. And Others

Yesterday Still Lives...Our Native People Remember Alaska.

Pub Date-78

Note-39p.; Photographs and parts may not reproduce clearly due to colored background; Prepared by Fairbanks Native Association, Alaska

Pub Type- Guides - Classroom - Learner (051)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-*Alaska Natives, American Indians, Biographical Inventories, *Biographies, *Classroom Materials, Cultural Awareness, *Cultural Background, *Eskimos, History, *Older Adults, Quality of Life, Rural Areas, Senior Citizens

Identifiers-Alaska, *American Indian Literature, Cultural Journalism, Johnson OMalley Program

In the summer of 1978, seven teenagers and several staff members from the Fairbanks Native Association-Johnson O'Malley program set out to record some of Alaska's past by interviewing a number of older Alaska Natives and writing their biographical sketches. Some of the students spent a week along the Yukon River taping and photographing people; others travelled to Homer for the same purpose. This book is the result of that project. The sketches about nine native Alaskans present a picture of life as it was in the early years of this century. Oliver Amouak tells of the sled the caribou hunters used to transport meat; it was made from a curved tree trunk with the jawbones of the bowhead whale serving as sled runners. Kitty Harwood tells how she helped her mother during the fish runs by pulling her boat upstream to the family fish wheels. Lilly Pitka tells of the 1949 flood in Ft. Yukon when she sat on a neighbor's roof and watched her home float away. Some of the tales describe seal hunting, fishing, mining and trapping; others tell of coming of age ceremonies, of superstitions associated with that time, and of celebrations like the blanket toss and potlatches. Some folk medicines are mentioned, including stinkweed as a cure for stomach cancer. Concluding that although the times were hard, they were good, some of the old people regret the loss of the old ways, of respect for older people, and of the quiet times of the days gone by. (DS)

ED 168 290 EC 114 517

Anderson, Consuelo Escoe Presberry, Rosa L.

Pick a Title. A Collection of Children's Books and Other Media About the Handicapped.

Maryland State Dept. of Education, Baltimore. Office of Special Education.

Pub Date-78

Note-23p.

Pub Type- Reference Materials - Bibliographies (131)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Adults, *Attitudes, Audiovisual Aids, Childrens Books, Elementary Secondary Education, *Handicapped Children, Preschool Education

Designed for teachers, library media specialists, and parents, the annotated resource bibliography contains titles of children's books and other media selected to promote an understanding of handicapped children and adults. The titles selected represent the last 5 years in which a new awareness of attitudes and feelings toward the handicapped has emerged. The children's book section is divided into books for preschool and primary grades, books for the middle grades, and books for young adults. An audiovisual section and a professional reference section are also provided. Addresses of the publishers and producers are included in a separate section. (PHR)

ED 168 311 FL 010 143

Matsumoto, Evelynne
Girls' Day With Amy (Emichan No Hina Matsuri).
Los Angeles Unified School District, Calif.
Pub Date-76
Note-24p.; A cassette is available to accompany the text; For related document see FL 010 166
Available from-Publications Unit, Los Angeles Unified School District, 450 N. Grand, Rm. G230, Los Angeles, California 90012
Language-Japanese; English
Pub Type- Guides - Classroom - Learner (051) - Creative Works (030)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Bilingual Education, Cultural Awareness, Elementary Education, Ideography, Instructional Materials, *Japanese, *Japanese American Culture, *Language Instruction, *Reading Instruction, Reading Materials, *Second Language Learning, Uncommonly Taught Languages
Identifiers-*KEYS Project, Knowledge of English Yields Success Project

This bilingual-bicultural reader in Japanese and English is intended for elementary school children in a bilingual education setting. Photographs illustrate the story of a young Japanese-American girl and her activities in preparation for the celebration of Girls' Day. Each page of the text is written in Japanese Characters, Romanized form, and in English. (NCR)

Asian Pacific Perspectives: Samoans in the United States.
Los Angeles Unified School District, Calif.
Pub Date-78
Note-82p.; For related documents, see FL 010 146, FL 010 148, FL 010 164-167
Available from-Publications Unit, Los Angeles Unified School District, 450 N. Grand, Rm. G230, Los Angeles, California 90012
Pub Type- Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC04 Plus Postage.
Descriptors-*Cultural Awareness, *Cultural Background, *Cultural Education, Elementary Education, *Ethnic Groups, History Instruction, Immigrants, *Instructional Materials, *Minority Groups, Samoan, *Samoan Americans, Social Values
Identifiers-*KEYS Project, Knowledge of English Yields Success Project

These instructional materials on Samoans in the United States for elementary students were developed through the K.E.Y.S. project (Knowledge of English Yields Success). Information is included about Samoa, migration of Samoans to the United States, cultural background, and Samoan students. Resource guides describe the purpose of the unit, how to use the guide and instructional materials, traditional and modified customs, and suggested activities. Resource guides include: Getting Ready for Flag Day, Teacher's Resource Guide for Booklet'' ; Ta'alolo Day, Teacher's Resource Guide for Poster''; Tolo Goes Fishing, Teacher's Resource Guide for Booklet.'' Activity units list concepts and/or skills involved, materials, procedure, suggested activities, and additional information. Activity units are on: 'Afa (Rope), Aute (Hibiscus Flower), Fa'i Fa'alifu (Banana with Coconut Milk), Fala (Mat); Fale (House), Ie Lavalava (Skirt), Jingle Bells (Samoan), Pale (Headband), Panikeke (Donuts), Pepe (Doll), Poi Ball, Sasa (Sitting Dance), Siapo (Tapa Cloth), Teu Fau (Pom Pom), Titi (Decorative Overskirt), 'Ula (Lei), and 'Upeti (Board with Carved Design). (SW)

ED 168 429 HE 011 134

Saslaw, Rita S.

Student Societies: Nineteenth Century Establishment.

Pub Date-9 Apr 79

Note-47p.; Paper presented to the American Educational Research Association (San Francisco, California, April 9, 1979); Selected sections of the paper will appear in "Ohio History" in Spring 1979

Pub Type- Speeches/Meeting Papers (150) - Historical Materials (060)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-Cocurricular Activities, *College Students, *Educational History, *Higher Education, *Organizations (Groups), *Postsecondary Education As a Field of Study, *Student Organizations, Student Role

Identifiers-*Oberlin College OH, *Western Reserve College OH

The role of student societies in higher education in the nineteenth century is reviewed. Among writings on the topic, a myth has been preserved that the student groups played a significant part in augmenting a fixed curriculum, were open forums for the discussion of controversial issues, and provided wider library holdings. Two Ohio colleges, Western Reserve College and Oberlin, are reviewed to illustrate the idea that the student societies did not fill the role of a center for social activism or improvement of the curriculum or library. It is concluded that the student groups were formed with literary and moral self-improvement as their stated and real goal. Social intercourse with fellow students was a by-product of these groups. The groups are judged a success, based on their fairly long history and their support from faculty. They were not a means to achieve social reform, nor were they anything but an integral part of the nineteenth century college and the nineteenth century establishment. (SW)

ED 168 449 HE 011 173

Levenstein, Aaron, Ed. Lang, Theodore H.

The Uniqueness of Collective Bargaining in Higher Education. Proceedings, Sixth Annual Conference, April 1978.

City Univ. of New York, N.Y. Bernard Baruch Coll. National Center for the Study of Collective Bargaining in Higher Education.

Pub Date-Apr 78

Note-111p.

Available from-City University of New York, Bernard Baruch College, National Center for the Study of Collective Bargaining in Higher Education, New York, NY ($8.00)

Pub Type

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-Administrator Attitudes, Arbitration, *Collective Bargaining, *College Administration, *College Faculty, Educational Finance, *Faculty Evaluation, Faculty Organizations, Faculty Workload, Higher Education, Political Influences, Private Colleges, Productivity, Regional Characteristics, State Colleges, State Universities, Teacher Attitudes, *Teacher Strikes, *Unions

Identifiers-Faculty College Relationship

The proceedings of a conference on collective bargaining in higher education sponsored by the National Center for the Study of Collective Bargaining in Higher Education are presented. The contents are as follows: an introduction; welcoming address by Joel Segall; keynote address by Harold Newman; The Impact of Collective Bargaining Upon Those Who Govern Higher Education I and II,'' by Barry N. Steiner and Samuel J. Wakshull; The College Professor as Employee: Workload and Productivity I and II,'' by Irvin Sobel and James Durham; Measuring Faculty Productivity,'' by Harold E. Yuker; How Governors View Collective Bargaining in Higher Education,'' by Lewis B. Kaden; Influences and Patterns in Public and Private Campus Bargaining Regional and Legal Differences and the Impact of the Political Setting I and II,'' by Matthew W. Finkin and Robert D. Helsby; The Fiscal Outlook for Higher Education,'' by Morton S. Baratz; The Fiscal Outlook A Background for Negotiations,'' by W. M. Fulkerson, Jr.; The Anatomy of a Strike (Oakland University) The Faculty Position,'' by Louis D. Beer; The Anatomy of a Strike (Oakland University) A Management Perspective,'' by Robert A. Maxwell; The Anatomy of a Strike (Oakland University) The Mediator's View,'' by Leon Cornfield; and summation by Theodore H. Lang. (SW)

ED 168 580 IR 007 122

Koontz, F. R. And Others

The Use of Theatrical Skits in Instructional Television Lectures: A Comparative Study.

Toledo Univ., Ohio.
Pub Date-78
Note-233p.
Pub Type- Reports - Evaluative (142)
EDRS Price - MF01/PC10 Plus Postage.
Descriptors-*Comparative Analysis, *Educational Television, *Intermode Differences, Lecture, Production Techniques, *Skits, *Student Attitudes, Surveys, Teacher Developed Materials, Television Research

This study describes the development of an innovative instructional technique, peculiar to television, that presents information in a dramatic form through televised skits. Primary concerns of the project were the measurement of student attitudes toward receiving instructional television material in skit form, the measurement of the amount of learning that occurred as a result of viewing the skit-lectures, and the development of a systematic approach for producing the televised lessons. Two expository lectures comprising all instructional information delivered by the television teacher, each containing two segments of 33 to 35 minutes, were produced as the control lessons. Identical lectures, each containing six or seven 2 to 5 minute skits, were produced as the experimental lessons. A survey solicited student attitudes toward receiving information in skit form, and four 10-question multiple-choice tests were constructed to measure learning. The attitude survey indicated that students had a positive attitude toward learning from skits, that they found them enjoyable, and that the skit content was easy to learn. T-test data showed that students learned as much from the skit-lectures as they did from the expository-lectures. (Author/RAO)

ED 168 602 IR 007 195

Roy, Thomas M.

Automation and the Teacher Education Program.

Pub Date-May 78
Note-14p.; Paper presented at the Association for Educational Data Systems (Atlanta, Georgia, May 15-19, 1978)
Pub Type- Speeches/Meeting Papers (150) - Reports - Descriptive (141)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Computer Storage Devices, *Electronic Data Processing, Flow Charts, Higher Education, Magnetic Tapes, *Program Administration, Programing Languages, *Teacher Education

The use of the computer to assist in the administration of a teacher education program is described. Given the supply and demand problems in the teachers' job market, there is increasing pressure on teacher education programs to admit and retain only the better students, a task which involves many administrative duties. Performing them manually detracts from the time available for students; however, through the use of Mark IV language, it is possible to eliminate many of these tasks. The master file used for this application is a tape extract of the student master file, which is maintained by the admissions and records office in most colleges and universities. Utilizing the capability of the Mark IV language to maintain a master file with transaction data, the entire system could be maintained by the user department, independent of the professional programming staff. (Author/JEG)

ED 168 680 PS 010 348

Meyer, Timothy P. Johnson, Mark

Preschoolers and Political Socialization: Television and the 1976 Campaign.

Pub Date- 76

Note-17p.; Not available in hard copy due to marginal legibility of original document

Pub Type- Reports - Research (143)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-*Age Differences, Elections, Information Sources, Mass Media, *Parent Influence, Peer Influence, *Political Socialization, *Preschool Children, Presidents, *Sex Differences, *Television

This study deals with three questions concerning the political socialization of young children: (1) at what age evidence of political socialization begins to emerge; (2) at what age media, principally television, begins to socialize children politically; and (3) how a Presidential election campaign and the media relate to other sources of political socialization such as schools, peers, and parents. Fifty-two 4- and 5-year-old preschool children were interviewed prior to the 1976 election campaign and on the day after the election in order to measure their awareness of candidates and others involved in the campaign. It was hypothesized that: (1) children's awareness of political candidates would increase significantly from pre- to post-campaign; (2) 5-year-olds would show significantly more learning than 4-year-olds; and (3) that parents would be the most frequently mentioned source of political information. Results showed that 5-year-olds learned more than 4-year-olds; and that television was a more important source of political information about Jimmy Carter than parents for 5-year-olds, while parents and television were equally important as sources of information about President Ford. Results also indicated that females learned more than males and that Ford was better known than Carter at the start of the campaign but that children were more aware of Carter than Ford by the time the campaign was over. (MP)

ED 168 807 SE 025 344

Talbot, Raymond J., Jr.

A Competency-Based Self-Paced Astronomy Course for Liberal Arts Students. Final Report.

Rice Univ., Houston, Tex. Dept. of Space Physics and Astronomy.
Spons Agency-Office of Education (DHEW), Washington, D.C.
Pub Date-Aug 75
Grant-OEG-0-74-3548
Note-39p.; Not available in hard copy due to marginal legibility of original document
Pub Type- Reports - Descriptive (141)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-*Astronomy, *College Science, *Course Descriptions, *Curriculum Development, Evaluation, Higher Education, Instruction, *Liberal Arts Majors, *Physics, Science Education

This publication is the final report of the activities performed in the development of an introductory astronomy course operated in a competency based mode. The objective was for the course to be completely opposite from one which emphasizes memorization of factual knowledge. Instead, the student was to be involved in activities where he or she would have to solve problems in a fashion analogous to that of a working scientist. The report discusses the structure of the new course, the bookkeeping system and procedure for evaluation. The report also includes results of evaluation of student populations, relative merits of the new course versus the old, student attitudes, and costs of operating the new course. (Author/GA)

ED 168 831 SE 026 897

Abelson, Philip H., Ed. Hammond, Allen L., Ed.

Electronics: The Continuing Revolution. No. 5 in a Series of Special Science'' Compendia.

American Association for the Advancement of Science, Washington, D.C.
Report No.-AAAS-Pub-77-4
Pub Date-77
Note-221p.; For related documents, see SE 026 896-898; Not available in hard copy due to marginal legibility of original document
Available from-American Association for the Advancement of Science, 1515 Massachusetts Ave., N.W., Washington, D.C. 20005 ($4.50)
Pub Type- Reports - Research (143) - Collected Works - Serials (022)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-*Computers, Computer Science, *Economics, Educational Technology, *Electronics, Electronics Industry, Industry, Marketing, Medicine, *Research, *Technological Advancement, Technology

Presented are articles originally published in Science during 1975-77. This issue is divided into five parts. The first part presents four articles designed to provide an overview of the past, present, and future of electronics. The second part presents twelve articles showing the pervasiveness of electronics in banking and marketing, medicine, communications, research, education, national defense, and industry. The third part discusses some policy problems resulting from the electronic revolution. These include problems of international trade, telecommunication and government regulation, and employment. The fourth part deals with computers, computer networks, microprocessors, and what computers mean to man and society. The last part, Research Frontiers, covers such areas as new memory technologies, fiber optics for telecommunications, and the limits of solid-state electronics. (BB)

ED 168 354 FL 010 208

Less Commonly Taught Languages: Resources and Problems.
Centre for Information on Language Teaching, London (England).
Pub Date-Dec 75
Note-78p.
Available from-Centre for Information on Language Teaching and Research, 20 Carlton House Terrace, London SW1Y 5AP, England

Pub Type
EDRS Price - MF01/PC04 Plus Postage.
Descriptors-Bulgarian, Chinese, Class Size, *College Language Programs, Czech, Higher Education, Hindi, Japanese, *Language Attitudes, *Language Instruction, *Language Role, Panjabi, *Second Language Learning, Student Recruitment, Swahili, Teaching Techniques, *Uncommonly Taught Languages
Identifiers-*United Kingdom

This collection of papers from a conference on languages less commonly taught in Britain is concerned with administrative and material problems of teaching these languages. Contents of the publication are: an introduction by G. E. Perren; Practical Needs'' by Anthony Crane; Problems of Producing Printed Materials'' by Rosemary Davidson; Attracting Students'' by J. D. Norton; Teachers and Students: The Numbers Game'' by Joan Maw; Less Common Languages at Cambridge'' by J. L. M. Trim; The Related Language Approach'' by Alan Dobson; Bulgarian at Leeds'' by M. J. de K. Holman; The Position of Czech'' by D. Short; Hindi, Chinese and Swahili at York'' by M. K. Verma; Teaching Panjabi'' by C. Shackle; Scandinavian Languages at Newcastle upon Tyne'' by W. Glyn Jones; Chinese at Edinburgh'' by J. D. Chinnery; and The Chinese Language Project A Model?'' by R. P. Sloss. Sources of further information and a list of conference participants are appended. (SW)

ED 168 539 IR 007 063

Hug, William E.

Instructional Technology: Factors Influencing the Field. Occasional Paper No. 1.

Syracuse Univ., N.Y. ERIC Clearinghouse on Information Resources.
Spons Agency-National Inst. of Education (DHEW), Washington, D.C.
Pub Date-78
Contract-400-77-0015
Note-37p.
Available from-Syracuse University Printing Services, 125 College Place, Syracuse, New York 13210 ($2.50)
Pub Type- Information Analysis (070)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Definitions, *Educational Philosophy, *Educational Research, Educational Resources, *Educational Technology, Industry, *Instructional Media, Instructional Systems, Library Associations, Military Organizations, Organizations (Groups), Programed Instruction, Systems Analysis
Identifiers-Information Analysis Product

By definition, the fields of instructional technology and media are committed to an evaluation, generation, and application of research involving the act of teaching and the phenomena of learning, with differences in systems determined by the purpose for which instructional technology and media are applied. However success or failure of any teacher throughout history is related to the type of technology employed and the impact of external technology on the learning process. World War II is generally recognized as the beginning of the fields of instructional technology and media as they are currently conceived. Since then, numerous individuals and organizations, including the military, industry, schools, colleges and professional organizations, have developed, applied, and evaluated the ideas instructional technology and media with varying results. Since these fields are interdisciplinary and are partially a result of a shift away from separate educational movements toward a systems approach, various attempts have been made to distinguish professional functions. Although past research has focused on film, radio, television, instructional technology, systems, and programmed instruction, the greatest immediate need is assessing the informational needs of various publics concerned with education. (CWM)

ED 168 622 JC 790 197

Owings, Thomas G.

Assessing Public Opinions and Attitudes Through Citizen Surveys.

Pub Date-8 Apr 79

Note-12p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, April 8-12, 1979)

Pub Type- Speeches/Meeting Papers (150) - Guides - Non-Classroom (055)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Community Attitudes, *Community Surveys, *Institutional Research, Interviews, Measurement Techniques, *Public Opinion, Questionnaires, *Research Design, *Research Methodology, Research Needs, Research Problems, Research Skills, Research Tools

Attitude and opinion research requires considerable planning, careful design of survey procedures and sampling techniques, and practical ways of collecting, analyzing, and reporting results. The following suggestions are based on the extensive public opinion research conducted by the University of Alabama. (1) Decide what specific problem is to be solved and whether a survey is the best way to solve it. (2) State the survey objectives clearly in writing. (3) Define the survey population. (4) Allow enough time to plan, conduct, and report the survey. (5) Identify and eliminate biases. (6) Be aware of politics involved. (7) Do not hesitate to ask others for assistance. (8) Budget costs to assure an accurate survey. (9) Recognize survey limitations. (10) Provide for no opinion'' responses. (11) Determine advantages and disadvantages among mailed questionnaires, personal interviews, and telephone surveys. (12) Develop the survey instrument in terms of the type of survey and the budget. (13) Determine the survey procedure in terms of the entire population or a random sample. (14) Design a brief, specific, concise questionnaire using input from those to be surveyed. (15) Pre-test the questionnaire with groups similar to those to be surveyed. (16) Provide a stamped, self-addressed envelope with mailed questionnaires. (17) Tabulate the results as soon as possible and release them. A selected bibliography is appended. (MB)

ED 168 660 JC 790 245

Landry, Norman

Need Assessment for Curriculum Development in the Massachusetts Community College.

Pub Date-Apr 79

Note-71p.; Ed. D. Practicum, Nova University. Appendix B (pages 53-56) has been deleted due to irreproducibility ; Best copy available

Pub Type- Dissertations/Thesis (040) - Guides - Non-Classroom (055)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors-Board of Education Policy, Community Colleges, *Curriculum Development, Governance, *Junior Colleges, *Needs Assessment, Program Development, *School District Autonomy, *State Standards

Program development in the Massachusetts community college is heavily influenced by the processes established to control and monitor program approval. Such procedures, usually supported by forms and time-tables of various sorts, can work to the detriment of responsible local program development, especially systematic need assessment and meaningful governance involvement. The intent of this investigation was to create a model for need assessment for program development, and to specify a role in that model for the local governance structure. The product of the investigation is a marketing-based need assessment model with a specific, active role for the curriculum committee of an academic council. In addition, the product includes material detailing how information obtained by implementing the model is used as a substantial basis for program approval. The eight interacting stages of the model include: (1) defining the college mission and service area; (2) searching for ideas; (3) evaluating the ideas; (4) developing the concept; (5) testing the concept; (6) allocating resources; (7) estimating program demand; and (8) evaluating the program. Appendices contain forms and a charter for an occupational advisory council, a bibliography, and recommendations for action and further research. (Author/MB)

ED 168 700 PS 010 468

Hooper, Frank H. And Others

Logical Reasoning in Middle Childhood: A Study of Piagetian Concrete Operations Stage.

Wisconsin Univ., Madison. Research and Development Center for Individualized Schooling.
Spons Agency-National Inst. of Education (DHEW), Washington, D.C.
Pub Date-Mar 79
Contract-OB-NIE-G-78-0217
Note-142p.; Paper presented at the Biennial Meeting of the Society for Research in Child Development (San Francisco, California, March 15-18, 1979)
Pub Type- Speeches/Meeting Papers (150) - Reports - Research (143) - Numerical/Quantitative Data (110)
EDRS Price - MF01/PC06 Plus Postage.
Descriptors-*Adolescence, Child Development, *Childhood, Cognitive Ability, *Cognitive Development, Cognitive Processes, Cognitive Tests, Concept Formation, Conservation (Concept), *Developmental Stages, *Logical Thinking, Memory, *Research Problems
Identifiers-*Piagetian Tests

This 4-year longitudinal study of logical reasoning found complex interrelationships among different cognitive processes of children ages 6 to 15. Piaget's stage theory is discussed in the introduction, with a focus on the concrete operational stage in middle childhood. In the study, a representative array of logical concept tasks and short-term memory measures was administered to children at the kindergarten, third, and sixth grade levels. Of the initial sample of 134 subjects, 88 participated in all four years. The target domains included relations (e.g., seriation), classification (e.g., class inclusion), natural number (e.g., number conservation) and conservation (e.g., equivalence of weight), and the groupement structures into which they enter. The relative difficulty of the tasks, age-task and other interactions, and the connections among the abilities involved are described statistically. It is suggested that the data fit the sigmoid sequence (a series of ascending curves) of stage transitions proposed by Feldman and Toulmin, in which some skills develop in a lock-step fashion and others relatively independently of one another, better than the classical model of stepwise transitions. It is concluded that the primary research question concerns the modifications necessary in the Piagetian concrete operations stage designation to permit it to play a continued role as a potential explanatory construct in more complete accord with developmental reality. Data are presented in 39 tables (comprising nearly half of the report), and there are 14 figures representing grade or age by performance means for the different tasks. (Author/BH)

ED 168 772 RC 011 251

Holley, Freda M.

Evaluation Design 1977-78. ESEA Title I Migrant Program November 15, 1977. Publication No. 77-10.

Austin Independent School District, Tex. Office of Research and Evaluation.

Spons Agency-Department of Health, Education, and Welfare, Washington, D.C.

Pub Date-15 Nov 77

Note-44p.; Small print may be marginally legible

Pub Type- Reports - Evaluative (142) - Reports - Descriptive (141)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-Academic Achievement, Bilingual Education, *Data Collection, *Educational Assessment, *Elementary Secondary Education, *Evaluation Criteria, Evaluation Methods, *Information Sources, *Migrant Education, Parent Participation, Staff Improvement, Student Recruitment

Identifiers-*Austin Independent School District TX, *Elementary Secondary Education Act Title I Migrant

Evaluation of the Austin Independent School District Elementary and Secondary Education Act (ESEA) Title I Migrant Program involves collecting and disseminating information relevant to eleven decision questions addressing both the system and program levels. At the system level are questions of whether the district should have a migrant program and how coordination with other programs should be improved. Nine program level questions are concerned with such subjects as changes in academic areas and expansion or modification of ancillary services, recruitment procedures, parental involvement programs, and staff development. Three basic types of data are required: needs assessment, process, and outcome data. This document summarizes the information sources for each area covered by the evaluation. An overview of each decision question includes evaluative questions and objectives, information sources for the data needed, and the date the information is due. Another portion of the document summarizes information sources on migrant students, i.e., various tests, teacher reports, interviews and numerous forms and questionnaires. Also included are a timetable listing the data to be collected by various school personnel, a description of the program itself, and a table entitled Evaluation Time Resources Allocation Summary.'' (DS)

ED 168 789 RC 011 269

More Federal Efforts Needed to Improve Indians' Standard of Living through Business Development. Report of the Comptroller General of the United States.

Comptroller General of the U.S., Washington, D.C.
Report No.-CED-78-50
Pub Date-15 Feb 78
Note-72p.; Some parts may not reproduce clearly due to print quality of original document
Pub Type- Reports - Evaluative (142)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-*Agency Role, *American Indians, Business, Cultural Disadvantagement, *Economic Development, Economic Disadvantagement, Federal Aid, Federal Legislation, *Federal Programs, Living Standards, *Program Evaluation, *Reservations (Indian), Technical Assistance
Identifiers-Bureau of Indian Affairs, Economic Development Edministration, *Federal Indian Relationship, *Indian Financing Act 1974

Profitable businesses are needed on Indian reservations to help Indians overcome cultural and economic barriers, become self-sufficient, and achieve a standard of living comparable to that enjoyed by non-Indians in neighboring communities; the 25 loan, grant, and technical assistance programs administered by 8 federal agencies, however, have not successfully promoted such necessary economic development. Congress should consolidate the programs into a single agency which would then be better able to identify those reservations with the best potential for business development, and to promote it aggressively in those locations while providing financial, technical, and managerial assistance when needed. For other reservations, the agency should determine whether long-term federal financial assistance is needed or alternative strategies should be developed. The Bureau of Indian Affairs should also correct its administration of the Indian Financing Act of 1974, in part by reevaluation of its loan policy and by obtaining and evaluating required documentation prior to awarding loans or grants. Finally, Congress should determine whether the approximately 300,000 Indians excluded from obtaining guaranteed loans via the Indian Financing Act should be eligible for its benefits and if so, Congress should amend the Act accordingly. (SB)

ED 168 291 EC 114 542

Evaluation of the Process of Mainstreaming Handicapped Children Into Project Head Start. Phase II, Executive Summary.

Applied Management Sciences, Inc., Silver Spring, Md.
Spons Agency-Administration for Children, Youth, and Families (DHEW), Washington, D.C.
Pub Date-15 Dec 78
Contract-105-76-1113
Note-24p.; For related information, see EC 113 808-811 ; Parts marginally legible due to small print
Pub Type- Reports - Evaluative (142) - Reports - Research (143)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Academic Achievement, *Exceptional Child Research, *Handicapped Children, Intervention, *Mainstreaming, Preschool Education, *Program Effectiveness
Identifiers-*Project Head Start

The report summarizes the findings and conclusions from the second and final year of an evaluation of Head Start's efforts to serve handicapped children. It is explained that baseline and posttest data were collected on 391 handicapped Head Start students, 321 handicapped children in non-Head Start preschool programs, and 121 unserved handicapped children. Results of comparative analyses are seen to indicate that Ss in both Head Start and non-Head Start programs, (particularly speech impaired Ss), showed gains in motoric, self help, social, academic, and communication skills that were generally greater than those of non-served Ss. Data also is reported to show that Head Start compared favorably with other service alternatives in terms of child-specific outcomes. Other findings reported include that program benefits for Head Start Ss were variously associated with the amount of time Ss spent in a mainstreaming situation, small class sizes, and low ratios of handicapped to non-handicapped Ss. (Author/CL)

ED 168 312 FL 010 144

Quan, Ella Y.

Chinese New Year (Jung-Gwok San Nihn).

Los Angeles Unified School District, Calif.
Pub Date-74
Note-21p.; A Cassette is available to accompany the text; For related document, see FL 010 164
Available from-Publications Unit, Los Angeles Unified School District, 450 N. Grand, Rm. G230, Los Angeles, California 90012
Language-Cantonese; English
Pub Type- Guides - Classroom - Learner (051) - Creative Works (030)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Bilingual Education, *Cantonese, Chinese, *Chinese Culture, Cultural Awareness, Elementary Education, Ideography, Instructional Materials, *Language Instruction, *Reading Instruction, Reading Materials, *Second Language Learning, Uncommonly Taught Languages
Identifiers-*KEYS Project, Knowledge of English Yields Success Project

This bilingual-bicultural reader in Cantonese and English is intended for elementary school children in a bilingual education setting. Pen-and-ink drawings illustrate the story of two children involved in the activities of the Chinese New Year. Each page of the text is written in Chinese characters, in Romanized form, and in English. (NCR)

ED 168 375 HE 010 876

Sorgman, Margo

No Room at the Top: Sex Discrimination in Higher Education.

Pub Date- 78
Note-24p.
Pub Type- Opinion Papers (120) - Reports - General (140)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Case Studies, *College Faculty, Court Cases, Employment Opportunities, *Equal Opportunities (Jobs), *Federal Legislation, Federal Regulation, *Females, *Higher Education, *Sex Discrimination, Women Professors
Identifiers-Civil Rights Act of 1964 Title VII, Equal Opportunity Act of 1972, Equal Pay Act of 1963, Executive Order 11246, Executive Order 11375, Higher Education Act of 1972, Higher Education Amendments of 1972, Title IX

Data are presented on women in higher education, along with information on federal legislation to eliminate sex discrimination, issues concerning redressing employment discrimination, specific problems with legislative procedures and enforcement of legislation, and case studies that highlight some of the processes involved. Evidence is cited that demonstrates patterns of discrimination against women faculty members. Title VII of the 1964 Civil Rights Act, The Equal Opportunity Act of 1972, the Higher Education Amendments of 1972, the Equal Pay Act of 1963, Title IX of the Higher Education Act of 1972, and Executive Orders 11246 and 11375 are cited. The following factors concerning the predicament of women faculty members in regard to employment discrimination are discussed: the recency of legal protection and the few precedents; the focusing of attention on pattern and practice and class action cases, rather than on individual complaints; general societal attitudes toward academia and academic women; and three types of discrimination. Specific loopholes that women need to take into account when seeking redress from employment discrimination are discussed. One major factor working against the complainant is time; unless a preliminary injunction is granted, a considerable period of time can be expected to elapse before she is granted reinstatement and/or tenure. Injunctions are granted only if ``irreparable damage'' can be demonstrated to occur should she be terminated or not promoted. Specific problems with Title IX procedures and enforcement and with Executive Orders are covered. (SW)

ED 168 470 IR 006 943

The Future of Organizing Knowledge. Papers Presented at the Texas A&M University Libraries Centennial Academic Assembly, September 24, 1976.

Texas A and M Univ., College Station. Library.

Pub Date-77

Note-56p.

Pub Type- Opinion Papers (120) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors-Automatic Indexing, Data Bases, *Futures (of Society), Information Needs, Information Processing, Information Retrieval, *Information Science, *Information Services, *Information Systems, Media Technology, Organization, *Technological Advancement, Telecommunication

Identifiers-*Machine Readable Cataloging

The three papers presented at this assembly focused on communications technology and the information industry, organization of information, and development of the Machine-Readable Cataloging (MARC) system. The Communications Revolution: America's Third Century Challenge'' examines the growth of society from a pre- to a post-industrial society and the subsequent growth of the information industry and an information-based economy. While communications technologies can aid in systematically creating information literacy'' for all adults, it is also necessary to prepare individuals so that they may comprehend and apply communication capabilities and realize the potential of these technologies. The Future of Organizing Knowledge: A Matter of Access'' addressed the future of organizing information as the essential precursor of knowledge and wisdom, and claims that the ultimate objective of the information services is to provide access to information, thereby making information processing more efficient. The Machine-Readable Cataloging (MARC) system is examined in The Many Facets of MARC,'' which covers the development of MARC, technical processing, files, acquisitions, and other significant aspects of the distribution service. (CWM)

ED 168 496 IR 006 986

Yancheff, Catherine

Criteria for Collection Analysis in the Academic Library.

Pub Date-78
Note-29p.; Not available in hard copy due to marginal legibility of the original
Pub Type- Reports - Evaluative (142)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-*Academic Libraries, Bibliographies, *Evaluation Criteria, *Library Collections, Literature Reviews, *Research Criteria, Technological Advancement

An assessment of literature from journals, reports, and monographs on criteria for the analysis of academic library collections reveals that there are four primary methods which have been employed in the past and are still being utilized: (1) impressionistic, (2) bibliographic list comparison, (3) measuring unit costs, and (4) quantitative standards. Only recently have there appeared relatively innovative approaches, such as the application of new technology, bibliometrics, and more illustrative sampling techniques. In addition, there have been more frequent and varied discussions as to how the results of these analyses might be more fully utilized. A national effort toward developing readily-available profiles of published materials, to be used in conjunction with institutional profiles for analytical and evaluative purposes, would be a logical step in collection analysis considering the fact that computer technology awaits a practical application.
(Author/JD)

ED 168 518 IR 007 017

Hartmann, David, C. Ed.

Message Delivery System for the National Library and Information Service Network: General Requirements. Network Planning Paper Number 4, 1978.

Spons Agency-Library of Congress, Washington, D.C. Network Development Office.

Pub Date-78

Note-42p.; For related documents, see IR 007 014-017; Document prepared by the Network Technical Architecture Group

Available from-Customer Services Section, Cataloging Distribution Service, Library of Congress, Navy Yard Annex, Bldg. 159, Washington, D.C. 20541

Pub Type- Reports - Descriptive (141)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-*Delivery Systems, *Design, Diagrams, *Information Networks, *Library Networks, Methods, On Line Systems, Program Planning

Identifiers-*National Library and Information Service Network

The Message Delivery System described, a facility that will link automatic bibliographic services and permit the transmission of messages among the various services, is one of the basic requirements for the development of a comprehensive computerized bibliographic system of nationwide scope. The system will enable users of one system to have access to information and services on other systems that are part of the National Library and Information Service Network. This document lists the general technical requirements for the Message Delivery System and discusses the anticipated evolution of the network. It defines the scope of technical network activities, the system development methodology, and the technical work that must be undertaken to realize an operational network. (Author/MBR)

ED 168 641 JC 790 223

Blai, Boris
Diverse Dimensions of a Two-Year College Guidance Program.
Pub Date-79
Note-25p.
Pub Type- Reports - Descriptive (141)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Career Awareness, Community Colleges, Emotional Development, *Females, *Guidance Objectives, *Guidance Programs, *Junior Colleges, Peer Counseling, Private Colleges, *Student Testing, *Vocational Counseling
Identifiers-Harcum Junior College PA

The guidance program at Harcum Junior College, a two-year, private, independent college for women, is incorporated into its educational programming. The measurement and interpretation of student placement test information is an essential component of the guidance function, as it assists students in making decisions and examining their progress in reference to their aspirations and goals, and it offers important information to assist faculty guidance advisors in counseling students. The comprehensive guidance service at Harcum embraces the following dimensions: (1) testing the reading ability, critical thinking, study habits, and personality of freshmen; (2) individual counseling regarding social, personal, and educational/vocational problems; (3) a rotating counselor available during evenings; (4) group counseling; (5) a team approach to counseling; (6) special interest speakers; (7) referral to outside agencies; (8) the Peer Resources Program; and (9) the Career Resources Center. All counseling personnel are provided with information on typical problems, and with suggestions for making interviews more fruitful ways to put the counselee at ease, ways of winning confidence, and ways of best conducting interviews. (The Career Resources Center and its importance, and eleven paths to emotional maturity are discussed in detail.) (MB)

Belsky, Jay
The Interrelation of Parenting, Spousal Interaction and Infant Competence: A Suggestive Analysis.
Pub Date-Mar 79
Note-14p.; Paper presented at the Biennial Meeting of the Society for Research in Child Development (San Francisco, California, March 15-18, 1979)
Pub Type- Speeches/Meeting Papers (150) - Reports - Research (143)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Child Development, Child Rearing, *Developmental Psychology, *Family (Sociological Unit), Family Relationship, Fathers, Infants, Interaction Process Analysis, Interdisciplinary Approach, *Models, Mothers, Parent Child Relationship, Parent Influence, Parent Role, *Psychological Studies, *Research Needs, *Sociology, Theoretical Criticism
Identifiers-Exploratory Behavior, *Parental Behavior, Parent Interaction

This paper argues that researchers should not investigate child development simply through studies of the child alone or mother-infant interactions, but rather through studies of the family as a system. Data is reported which seem to support this view. A review of recent literature indicates that an adequate account of child development requires an interdisciplinary effort involving family sociology and developmental psychology. A conceptual model is proposed in which there are reciprocal interrelations between the child's development, parental behaviors, and husband-wife interactions. Data drawn from a previously published study appear to support this model with respect to interrelations (1) between paternal (and maternal to a lesser degree) parental behaviors and husband-wife interactions, (2) between parental behavior and infant exploratory competence and (3) between infant competence and husband-wife interactions. Further research about these interrelations as they change over time is recommended. (BH)

ED 168 755 RC 011 201

Needs Assessment for the Preparation of the 1979-80 Application for Title I Migrant Funds.

Austin Independent School District, Tex. Office of Research and Evaluation.

Spons Agency-Department of Health, Education, and Welfare, Washington, D.C.

Pub Date-78

Note-326p.; Not available in hard copy due to print quality

Pub Type- Guides - Non-Classroom (055) - Numerical/Quantitative Data (110)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-*Academic Achievement, Clothing, *Educational Finance, Elementary Secondary Education, Enrollment, *Federal Aid, Federal Legislation, Migrant Child Education, *Migrant Education, Migrant Health Services, Migrants, *Needs Assessment, Planning, *Project Applications, Resource Allocations, School District Spending, School Funds

Identifiers-*Elementary Secondary Education Act Title I Migrant, Texas (Austin)

Part of a comprehensive needs assessment for compensatory education programs for Austin, Texas schools, the report contains data specifically required for the Title I Migrant Program. A breakdown, by school and grade, of 1-year and 5-year migrant students in elementary and secondary grades is given. Migrant student achievement level data are presented in three sets of charts for pre-kindergarten, K-5, and 6-12. For K-5 and 6-12, the charts indicate migrant student performance levels, based on standardized test results, by school and grade, along with a district performance level for comparison. The number of migrant students actually served by Migrant teachers, Title I, or other supplemental programs through Nov. 20, 1978, and the projected estimates for 1970-1980 are reported in similar summaries which show the number of students by school and grade, and indicate the number served by each supplemental program or combination of supplemental programs. How Migrant nurses identified health problems, what those problems were, and their frequency are included in a report of migrant student health. The final series of charts indicates the number of migrant students receiving clothing by school and grade, and the monthly amount each school spent on clothing. (SB)

ED 168 335 FL 010 171

Rekart, Deborah M.

Teaching the Spanish Past Tense: Theory and Practice. CILA Bulletin, No. 28.

Commission Interuniversitaire Suisse de Linguistique Appliquee (Switzerland).
Pub Date-78
Note-18p.; May be marginally legible due to small print
Pub Type- Guides - Classroom - Teacher (052) - Reports - Evaluative (142)
EDRS Price - MF01/PC01 Plus Postage,
Descriptors-Form Classes (Languages), *Grammar, Higher Education, *Language Instruction, *Language Research, Learning Theories, *Linguistic Theory, Morphology (Languages), Sentence Structure, *Spanish, Syntax, Textbook Evaluation, *Verbs

This paper examines three ways in which the Spanish imperfect and preterite are theoretically conceptualized and how such conceptions are realized practically in elementary Spanish textbooks. An attempt is made to present the three approaches as constituting a theoretical progression rather than viewing them as isolated treatments of the same phenomenon. First, the traditional grammatical ideas about the preterite and imperfect from Ramsey (1894) are introduced and correlated with the presentation given in a new college text. Next, the innovations found in Stockwell et al. (1965) are examined along with their application in the elementary Spanish text of which Stockwell was the advising linguist. The traditional ideas are then compared and contrasted with the newer structuralist approach. Finally, the system devised by William Bull (1960, 1965) is examined as it is put into practice in a college oriented textbook. Bull's ideas are discussed in relation to those of Stockwell et al. in order to demonstrate the hypotheses advanced in this paper, i.e., that there is a growing trend toward a comprehensive explanation of the Spanish past tense. (Author)

ED 168 394 HE 011 044

Gale, Robert L.

Building a More Effective Board.

Association of Governing Boards of Universities and Colleges, Washington, D.C.
Pub Date-78
Note-9p.; Based on remarks delivered at a workshop sponsored by the Council for the Advancement of Small Colleges and the Association of Governing Boards of Universities and Colleges ; Best copy available
Available from-Association of Governing Boards of Universities and Colleges, One Dupont Circle, Washington, DC 20036
Pub Type- Guides - Non-Classroom (055)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Administrator Selection, Board Administrator Relationship, *College Administration, College Role, *Governing Boards, Higher Education, *Improvement Programs, Orientation, Recruitment, *Trustees

Suggestions are offered on establishing an effective board of trustees for colleges and universities. The first step in improving a board must be review of the mission and status of the institution. Four steps in this process are to decide what is wanted and needed on the board, establish a search-and-recruit procedure, establish an orientation procedure, and establish a procedure for terminating service. Deciding on the composition of the board involves two dimensions: considerations about diversity of the board and the individual talents or professional backgrounds that a good board needs. Questions that should be addressed concerning board composition, include recruitment of women and minorities, faculty and students, and skills and knowledge needed by board members. It is suggested that a profile of the existing board be prepared on paper in order to clarify where the board is strong, adequate, and weak. An illustration showing the format for a typical profile is provided. Some advice is offered about choosing new members from over-recruited groups like alumni and parents, individuals who have reached the top of the career ladder, and persons who are already overcommitted. The importance of inviting the selected individual in a way that makes clear the expectations for the person if he joins the board is emphasized. Orientation of the new trustee, involvement in projects, some considerations concerning lay board members at church-related colleges, conflict of interest, and terminating members who have lost their effectiveness are covered. (SW)

ED 168 412 HE 011 113

Chance, William Curry, Denis J.

The Evergreen Study: Report and Recommendations on the Evergreen State College. A Report in Response to Substitute Senate Bill 3109. Report No. 79-7.

Washington State Council for Postsecondary Education, Olympia.

Pub Date-Feb 79

Note-260p.

Available from-Council for Postsecondary Education, 908 E. 5th Avenue, Olympia, WA 98504

Pub Type- Reports - Evaluative (142)

EDRS Price - MF01/PC11 Plus Postage.

Descriptors-Budgeting, Curriculum Development, Declining Enrollment, Educational Alternatives, Educational Finance, Educational History, Educational Innovation, Enrollment Rate, *Experimental Colleges, *Government School Relationship, Higher Education, Operating Expenses, *Program Costs, *State Aid, *State Colleges, Unit Costs

Identifiers-*Evergreen State College WA, Institutional History, *Nontraditional Education

The Evergreen State College, Washington's newest four-year college, was established in the midst of an unprecedented enrollment expansion. It also responded to contemporary calls for reform in higher education. Two conditions, the recent lack of growth in higher education and a subsiding of enthusiasm for nontraditional higher education, have created problems for the college. In 1977 the state legislature called for a study and recommendations on the curriculum and costs of the college, in order to broaden its clientele and reduce total operating costs, which are relatively high, to the level of the state's regional universities. The response to that request is organized in seven parts. The first describes the series of decisions leading to the establishment, location, size, and style of the college, and the second examines the pertinent demographics. The third examines cost and identifies the enrollment level at which it is believed Evergreen's unit costs will become comparable with those of the regional universities. The fourth part describes the curriculum and the changes since its establishment, and includes findings of the two major peer reviews it has undergone. The fifth part reports on client evaluations, and the sixth reviews national trends in nontraditional education. The final chapter summarizes the findings and presents recommendations. (Author/MSE)

ED 168 430 HE 011 135

Fooden, Myra

The Student Planned Curriculum in Human Development.

Pub Date-Aug 78

Note-32p.; Paper presented at the American Psychological Association Meeting (Toronto, Canada, August 1978)

Pub Type- Speeches/Meeting Papers (150) - Information Analysis (070)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-*Adult Students, *College Curriculum, Higher Education, *Human Development, Nontraditional Students, *Psychology, Research Projects, *Student Centered Curriculum, *Student Interests

Identifiers-*Empire State College NY

The kinds of content areas that mature students in psychological studies and human development select to pursue, given almost limitless free choice, were investigated at Empire State College, New York. One hundred and two programs of study were reviewed during a two-year period. Results indicated that adult students selected traditional course equivalents 50 percent of the time, but that the frequency of these selections was at wide variance with the frequency of offerings across liberal arts colleges. Adult students did not demonstrate interest in natural science orientations in psychology, but did demonstrate a strong interest in applied areas and exceptionally strong interest in social science areas. In addition to traditional social science oriented course titles, psychology and contemporary social problems, humanistic concerns, and topical areas related to personal and social concerns were most selected. Human development students, as opposed to psychology students, revealed a more interdisciplinary choice of subjects within the concentration. A literature review on curricular developments and trends is included. (SW)

ED 168 560 IR 007 095

Dageforde, Mary L. Beard, Marney H.

The BASIC Instructional Program: Supervisor's Manual.

Stanford Univ., Calif. Inst. for Mathematical Studies in Social Science.
Spons Agency-Navy Personnel Research and Development Center, San Diego, Calif.
Report No.-NPRDC-TN-78-10
Pub Date-Apr 78
Contract-N-00123-76-C-1543
Note-45p.; For related documents, see IR 007 092-096
Pub Type- Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*Computer Based Laboratories, Computer Managed Instruction, Computer Programs, *Computer Science Education, Higher Education, Input Output, *Instructional Programs, Programing, *Programing Languages, *Supervisors, Tutorial Programs

This manual for supervisory instructors documents the goals, methods, and operation of the BASIC Instructional Program (BIP), an interactive problem-solving laboratory that teaches elementary programming in the BASIC language. The first two sections describe features of BIP that may be of interest to the supervisor, especially the individualized task-selection algorithm and the Curriculum Information Network (CIN) which stores the relationships among elements of the author-written course material. The remaining sections describe in detail how to supervise the operation of BIP, including (1) the creation and use of certain files that may be written to during BIP execution (e.g., when there is an error in a model solution or when a student disagrees with the solution checker); (2) how to add and drop students from the course; (3) details of adding new tasks to the BIP curriculum and a description of the solution checker; and (4) how to obtain student progress reports. Appendices include a description of the technique groups and the skills in each, lists of syntax and execution errors, sample pages from the tasks file, and sample runs of BClass and Report Programs. (Author/CMV)

ED 168 581 IR 007 123

Deshler, J. David Czaplewski, Ellen C.

The Use of Video Tape as an Applied Research Technique.

Pub Date-7 Apr 78

Note-38p.; Paper presented at the Adult Education Research Conference (San Antonio, Texas, April 7, 1978)

Pub Type- Speeches/Meeting Papers (150) - Reports - Descriptive (141)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-Community Planning, *Human Services, *Instructional Design, *Professional Training, *Research Methodology, Social Planning, Training Techniques, *Videotape Recordings

This report describes the application of videotape recordings as an applied research technique in a project directed toward the research and development of training designs and materials for human service agency professionals. The multiple applications of VTR and the types of data collection situations in which it has been utilized are briefly reviewed, and the relative strengths and limitations of VTR as an applied research technique in the development of training materials are discussed in the contexts of access to data, quality of data, quality of production, and costs of production. The three approaches described for making evaluative judgements about the strengths and limitations of VTR as a research tool include: type I the addition of a literature review with a video production, usually as part of the development of training materials after a literature search and the formulation of training content is completed; type II the addition of a video production phase after both a literature review and a collection and analysis of field data is completed; and type III the combination of a video production with the collection of field data after a literature review is completed and before decisions are made about the ultimate content of the training. (RAO)

ED 168 603 IR 007 196

Weller, Dennis R, Blaiwes, Arthur S.
Computer-Assisted Judging and Feedback of Interpersonal Skills. Final Report, October 1977 through September 1978.
Naval Training Equipment Center, Orlando, Fla. Human Factors Lab.
Spons Agency-Office of Naval Research, Washington, D.C.
Report No.-NAVTRAEQUIPCEN-IH-308
Pub Date-Dec 78
Note-48p.
Pub Type- Reports - Evaluative (142)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*Computer Managed Instruction, *Evaluation Methods, *Human Relations Programs, Interaction, Job Skills, *Leadership Training, *On the Job Training, Organizational Development, Personnel Evaluation, Protocol Materials, Self Evaluation, Student Evaluation, Teacher Education, Videotape Recordings

An approach is described for decreasing the costs and difficulties associated with providing adequate feedback to the student concerning his interpersonal performance when he performs operational tasks in simulated or actual job situations as part of his training. The computer is used to assist in the process of eliciting appropriate feedback from judges and providing this feedback to the student, both in coordination with videotaped recordings of the student's performance. Computer programs designed to help judges rate interpersonal performance along a variety of dimensions were developed and tested. Although these programs also are suitable for providing feedback to the student, formal tests of this aspect of the process were not conducted in this project. Several potential benefits of the procedures for interpersonal skills training were demonstrated as a result of both the formal and informal tests of the system. (Author/JEG)

ED 168 681 PS 010 349

Wartella, Ellen
Children's Impressions of Television Families.
Spons Agency-John and Mary R. Markle Foundation, New York, N.Y.
Pub Date-78
Note-25p.
Pub Type- Reports - Research (143)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Anti Social Behavior, *Childhood Attitudes, Children, Elementary School Students, *Family Characteristics, Fathers, Junior High School Students, Mothers, *Prosocial Behavior, *Role Perception, *Television, *Television Research
Identifiers-*Media Influences, Symbolic Representation

This research study examines the types of social behaviors portrayed by families in various television series and explores children's impressions of the TV family members. Content analysis of nine family-oriented TV series was employed to describe the ranges of behaviors of fathers, mothers and children on television. Eleven shows from each series was taped. Behaviors portrayed were coded as being either pro-social or anti-social. Survey data were collected from 388 children in second, fifth and eighth grades. Each child interviewed was asked to ``Describe a (character) so that someone would know what he was like and why he was like that'' in order to elicit children's impressions of father, mother and child characters from two series. Results of the analyses indicated that depictions of families on television are fairly pro-social. Fathers' and children's behaviors were mixed, while mothers' behaviors were consistently pro-social. Children at all three ages fairly accurately perceived TV characters' behavior patterns. Both father and child characters were uniformly well liked by the children regardless of their behavior patterns, while mother characters were less well liked overall. It is suggested that future research should investigate how TV character portrayals might build children's expectations of how people should behave. (Author/RH)

Smith, George F. Klindt, Thomas H.
The People in Tennessee's Title V Counties: A Summary Report on Characteristics and Attitudes.
Tennessee Univ., Knoxville. Agricultural Experiment Station.
Report No.-TN-AES-Bull-558
Pub Date-Apr 76
Note-60p.; Small print may be marginally legible
Pub Type- Reports - Research (143) - Numerical/Quantitative Data (110) ()
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-*Attitudes, Beliefs, Community Attitudes, *Community Development, Community Leaders, Community Surveys, Demography, Housing, *Individual Characteristics, Interviews, *Needs Assessment, Recreational Facilities, *Rural Population, School Systems, *Socioeconomic Status
Identifiers-Rural Development Act 1972 Title V, *Tennessee

Attitudes toward selected rural development activities and basic socioeconomic characteristics of residents of five rural Tennessee counties were examined in 1974 in a study that included interviews with household heads as well as community leaders. Claiborne, Clay, Hancock, Overton, and Pickett counties constituted the pilot area; two surveys were conducted. The first involved personal interviews with some 100 randomly-selected household heads in each county to establish descriptive data (age, sex, education, etc.,) for each member of the household, previous migration of the household, psychic attachment to the area of residence, attitudes toward industrialization and community needs, job-related information, and distribution of household expenditures. In the second part of the study group meetings with community leaders determined their perceptions of local needs priorities; these responses were compared with attitudes expressed by the household heads. Results indicated that the median educational level of adults was less than the state median. Over 60 percent of the interviewees were born in the county of local residence. Attitudes toward increased local industrialization were favorable. Fire protection and improved roads were regarded as high priority community needs; needs related to individual benefits received low priority. Community leaders were shown to reflect local opinions relatively well. (DS)

ED 168 808 SE 025 363

McDonnell, Patrick

The Effects of School Ability on Educational Expectations in Fifteen Countries. IEA (Australia) Report 1977: 1.

Australian Council for Educational Research, Hawthorn.

Pub Date-Jan 78

Note-25p.

Available from-The Australian Council for Educational Research, P.O. Box 210, Hawthorn, Victoria, Australia 3122 ($1.50)

Pub Type- Reports - Research (143)

Document Not Available from EDRS.

Descriptors-Ability, Academic Standards, Achievement, *Aspiration, Educational Research, *Expectation, *Institutional Characteristics, *Performance, *School Attitudes, Schools, Science Education, Secondary Education

This publication is a report which deals with the effects of school characteristics on the educational process and its outcomes. Specifically, the report focuses on the educational expectations of students at age 14 and in their final year of secondary school, and attempts to replicate in 15 countries a model which considers the effects of school socio-economic status and school ability level. When introduced, the model was used to demonstrate that the average ability level of the school had a negative effect on educational expectations. However, the findings of this report suggest that the evidence for the negative effect of school ability is not strong and indicate that further research into a possible country effect would be worthwhile. (Author/GA)

ED 168 832 SE 026 898

Abelson, Philip H., Ed. Hammond, Allen L., Ed.

Energy II: Use, Conservation and Supply. No. 6 in a Series of Special Science'' Compendia.

American Association for the Advancement of Science, Washington, D.C.
Report No.-AAAS-Pub-78-9
Pub Date-78
Note-202p.; For related documents, see SE 026 896-897; Not available in hard copy due to marginal legibility of original document
Available from-American Association for the Advancement of Science, 1515 Massachusetts Ave., N.W., Washington, D.C. 20005 ($6.00)
Pub Type- Reports - Research (143) - Collected Works - Serials (022)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-*Energy, *Energy Conservation, *Environment; *Industry, *Natural Resources, Research, Science Education, Technology

Presented are 26 articles originally published in Science'' during 1975-78. The document is divided into three parts. The first part contains articles on changes in energy use. Included are articles on industrial energy use, energy options and strategies for Western Europe, energy use in Brazil, and solar energy for village development, as well as an article on water use requirements of various energy options, and one on prediction of future atmospheric carbon dioxide levels. The second part is on conservation and public policy. It covers the U.S. energy demand, energy conservation in Sweden, transportation energy conservation policies, and the effects of federal residential energy conservation programs. The last part summarizes the future of fossil fuels, fission energy, solar energy, and fusion energy. (BB)

ED 168 355 FL 010 209

Teaching Materials for Italian.

Centre for Information on Language Teaching, London (England).
Pub Date-Nov 76
Note-43p.; May not reproduce clearly due to colored background
Available from-Centre for Information on Language Teaching and Research, 20 Carlton House Terrace, London SW1Y 5AP, England
Pub Type- Reference Materials - Bibliographies (131).
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*Audiovisual Aids, Educational Resources, Elementary Secondary Education, Higher Education, *Instructional Materials, *Italian, *Language Instruction, Language Programs, Multimedia Instruction, *Second Language Learning, Textbooks
Identifiers-*United Kingdom

This annotated bibliography lists all the published teaching materials for Italian currently available in the United Kingdom, either because it is published in the United Kingdom or published abroad and distributed in the United Kingdom. It is divided into two sections: course materials; and supplementary materials/readers (that replaces Teaching Materials for Italian'' and Supplementary Course Material and Readers,'' which have been withdrawn). The contents of both sections are listed alphabetically by author and are coded to indicate their suitability for broad interest/age groups and their linguistic complexity. The bibliography will be updated annually by means of addenda. A price list for the teaching materials is appended. (Author/SW)

ED 168 450 HE 011 174

Belknap, Robert L. Kuhns, Richard

Tradition and Innovation: General Education and the Reintegration of the University. A Columbia Report.

Columbia Univ., New York, N.Y.

Pub Date-6 Sep 77

Note-139p.

Available from-Columbia University Press, 562 W. 113th St., New York, NY 10025 (hardcover $15.00, paperback $5.00)

Pub Type- Books (010) - Reports - Descriptive (141) - Reference Materials (130)

Document Not Available from EDRS.

Descriptors-College Curriculum, Course Content, *Curriculum Development, Curriculum Guides, *Educational Alternatives, *Educational Change, Educational History, *Experimental Programs, *General Education, Graduate Study, Higher Education, Humanities, Non Western Civilization, Private Colleges, Professional Education, Reading Assignments, Seminars, Undergraduate Study

Identifiers-*Columbia University NY, *Institutional History

Curriculum development efforts at Columbia University occurring as a result of social changes and four years of seminar discussions are analyzed, and the seminar transactions and resulting programs discussed. A detailed description is given of Columbia's General Education Program, established after World War I. It is shown how and why the original program has evolved to meet changing student needs. Courses in the humanities, the junior-senior Colloquium, and later courses in Oriental Civilization and Oriental Humanities are described, as are more recent experiments with general education seminars, teaching companies, team teaching, and the special seminars that reintegrate undergraduate, graduate, and professional schools. A 40-page appendix of reading lists and selected course outlines is included. (Author/MSE)

ED 168 497 IR 006 987

Easy Steps to STAIRS. 2nd Revised Edition.

National Library of Australia, Canberra.
Pub Date-77
Note-37p.; For related document, see IR 006 962
Available from-National Library of Australia, Parkes Place, Canberra, Australian Capital Territory, Australia 2600 ($2.50)
Pub Type- Guides - Classroom - Learner (051)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Data Bases, *On Line Systems, *Search Strategies
Identifiers-*Australian Information Network, *Storage and Information Retrieval System, Terminal Operation

This manual for computer searchers describes the software package IBM's STAIRS (Storage And Information Retrieval System) used for searching databases in AUSINET (AUStralian Information NETwork). Whereas the first edition explained STAIRS in the context of the National Library's Online ERIC Project and the ERIC data base, this second edition discusses STAIRS as a tool for searching any data base, and includes explanations of sophisticated search techniques not included in the earlier version. A brief description of STAIRS and how it works is followed by instructions for terminal operation, conducting a search, and what to do after the search. Additional search techniques ranking results, selecting items, sorting results and a source for information on using STAIRS in the batch mode are included. Data bases available for searching through AUSINET are listed in Appendix 1. (JD)

Friedlander, Jack

The Social Science Curriculum in the Community and Junior College.

Pub Date-22 Mar 79
Note-18p.; Paper presented at the Annual Meeting of the Community College Social Science Association (San Diego, March 8-10, 1979)
Pub Type- Speeches/Meeting Papers (150) - Reports - Research (143) - Reports - Evaluative (142)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Adult Education Programs, College Curriculum, Community Colleges, *Courses, *Curriculum Problems, Developmental Programs, *Junior Colleges, Junior College Students, *Relevance (Education), *Social Sciences, Student Needs, Transfer Programs, Vocational Education
Identifiers-Curriculum Balance, Survey Courses

A primary objective of this study was to identify the extent to which different areas within the social sciences (i.e., anthropology, economics, history, interdisciplinary social sciences, political science, psychology, social/ethnic studies, and sociology) are presented in the two-year college curriculum. Information on course offerings in each of these social science areas were obtained from two nationwide studies of approximately 175 two-year colleges each conducted by the Center for the Study of Community Colleges during 1977 and 1978. Results show that over 90% of the colleges offered at least one course in each of the following five areas: sociology (100%), economics (99%), psychology (99%), political science (93.8%), and history (92.1%). Percentages in other areas were 54% in anthropology, 40% in interdisciplinary social sciences, and 20% in social/ethnic studies. In terms of course availability to different student populations, the study revealed that: (1) other than the general introductory survey courses, the range of transfer-oriented courses was very limited; (2) with very few exceptions, social science courses designed especially for occupational students were not available; (3) a low percentage of colleges offered a general introductory social science course for continuing education students; and (4) still fewer social science courses were designed for developmental education students. (MB)

ED 168 661 JC 790 248

Pinette, Clayton, Ed.

Forum for Reading: The Journal for Two-Year College Reading Teachers. Volume 10, No. 2.

Pub Date-Apr 79

Note-42p.; Document prepared by the International Reading Association's Special Interest Group for Two-Year Colleges

Available from-Developmental Studies Center, Forum for Reading, Bangor Community College, Eastport Hall, Bangor, Maine 04401 (on a subscription basis)

Pub Type- Journal Articles (080) - Reports - Descriptive (141)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-Cognitive Style, Community Colleges, Educational Environment, Educational Trends, *Junior Colleges, Predictive Measurement, Reading Comprehension, *Reading Instruction, Tutoring, *Vocabulary Development, Word Study Skills

Six articles are presented in this special interest journal focusing on two-year college reading instruction. Mindy Brooks discusses teaching and learning styles in terms of individual approaches to gathering and evaluating data. W. E. Jackson and Twalah Jackson discuss changes in the educational environment as related to the concept of getting back to basics.'' In another article, Kathy Carpenter describes a successful vocabulary expansion program using word games. Barbara Crist and William Anderson present a study which demonstrates that when dealing with students with lower than average verbal skills, the vocabulary subscore of the SAT is more predictive of grade point average than the comprehension subscore for first semester freshmen. Glenda Hammond and Dianne McKay describe a skills instruction component of a tutor training program and discuss a management approach which the tutor can employ to increase the value of the tutoring session. In a final paper, Edward J. Dwyer reviews a system to improve reading comprehension through prereading of questions. (MB)

ED 168 773 RC 011 252

Ligon, Glynn And Others

AISD Title VII Bilingual Project 1974-1975. Interim Evaluation Report February 1975. Publication No. 106.26.

Austin Independent School District, Tex. Office of Research and Evaluation.

Spons Agency-Department of Health, Education, and Welfare, Washington, D.C.

Pub Date-Feb 75

Note-89p.; Best copy available

Pub Type- Reports - Descriptive (141) - Reports - Evaluative (142)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors-American Indians, *Bilingual Education, Bilingualism, *Curriculum Development, Elementary Education, English (Second Language), Ethnic Distribution, *Evaluation Methods, Formative Evaluation, *Instructional Design, Instructional Staff, Mexican Americans, Non English Speaking, Parent Participation, *Staff Improvement, Test Results

Identifiers-*Austin Independent School District TX, *Elementary Secondary Education Act Title VII, Texas (Austin)

Austin Independent School District's Elementary and Secondary Education Act Title VII Bilingual Program, begun July 1, 1974, serves 2,406 students in grades K-6 on 16 campuses. Both English and Spanish are used for portions of or all the curriculum with the amount of time and treatment accorded to each language commensurate with the pupils individual needs. Three basic staffing patterns include a bilingual aid working with (1) a bilingual and monolingual teacher; (2) two or more monolingual teachers in a self-contained classroom; and (3) a team of teachers of from two to six who may or may not be bilingual. Characteristics of the instructional model include beginning reading taught only in the child's dominant language, inclusion of the children's culture heritage in the curriculum, and small group instruction with grouping by language dominance and instructional level. Describing the project's status as of January 17, 1975, this interim report discusses the instruction, staff development, curriculum development, and parental involvement components of the program. The evaluation design for the project is presented in full with student outcomes objectives, process objectives, and input objectives specified for the student needs of Spanish and English communication skills, Spanish/English math skills, and self-concept enhancement. (DS)

ED 168 313 FL 010 146

Tolo Goes Fishing (O Lo'o Alu Tolo E Fagota).
Los Angeles Unified School District, Calif.
Pub Date-75
Note-25p.; A cassette is available to accompany the text; For related document, see FL 010 168
Available from-Publications Unit, Los Angeles Unified School District, 450 N. Grand, Rm. G230, Los Angeles, California 90012
Language-Samoan; English
Pub Type- Guides - Classroom - Learner (051) - Creative Works (030)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Bilingual Education, Cultural Awareness, Elementary Education, Instructional Materials, *Language Instruction, *Reading Instruction, Reading Materials, *Samoan, *Samoan Americans, *Second Language Learning, Uncommonly Taught Languages
Identifiers-*KEYS Project, Knowledge of English Yields Success Project

This bilingual-bicultural reader in Samoan and English is intended for elementary school children in a bilingual education setting. Pen-and-ink drawings illustrate the story of a young Samoan boy going fishing. (NCR)

ED 168 519 IR 007 019

Oklahoma Long-Range Program for Library Development, 1979-1984.
Oklahoma State Dept. of Libraries, Oklahoma City.
Pub Date-Oct 78
Note-112p.; Parts marginally legible due to light print
Pub Type- Reports - Descriptive (141)
EDRS Price - MF01/PC05 Plus Postage.
Descriptors-Financial Support, *Library Cooperation, Library Planning, *Library Programs, Library Services, *Needs Assessment, *Objectives, Program Evaluation, *Public Libraries, State Libraries, User Satisfaction (Information), Use Studies
Identifiers-*Oklahoma

This report assesses the library and information needs of Oklahoma residents and proposes goals and objectives, plans of action, allocation of funds, program formulation, and priorities and evaluation procedures for dealing with these designated areas over a five year period. Based on data from a needs assessment study and library evaluations, areas of need are indicated for: (1) unserved and inadequately served populations; (2) public library staff; (3) availability of materials; (4) disadvantaged, limited English speaking, younger and older populations; (5) handicapped persons; (6) institutionalized persons; and (7) interlibrary cooperation. A plan of action is formulated for each area of need, including standards, goals and objectives, Oklahoma Department of Libraries services, legislation and funding, personnel and resources, and interlibrary cooperation and networking. These plans of action support a number of objectives within the long-range plan and are designed to achieve goals as outlined. Various agencies will be responsible for formulating criteria, priorities, and procedures for administering the programs, along certain guidelines, under the Library Services and Construction Act (LSCA). Methods of program evaluation will include public attitude, statistics, program evaluation, and Oklahoma Department of Libraries' evaluation. Library and population statistical data, LSCA information, and Governor's Conference Resolutions are appended. (CWM)

ED 168 701 PS 010 469

Falbo, Toni
The One-Child Family: In Transition.
Pub Date-Mar 79
Note-7p.; Paper presented at the Biennial Meeting of the Society for Research in Child Development (San Francisco, California, March 15-18, 1979)
Pub Type- Information Analysis (070) - Reports - Research (143) - Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Family Characteristics, *Family Structure, Intelligence Level, *Mother Attitudes, One Parent Family, Parent Child Relationship, *Parent Influence, *Psychological Characteristics, Research Needs, *Research Problems, Sex Role, Siblings, *Social Development, Stereotypes
Identifiers-Interpretation (of Results), *Only Children

This paper reports survey results, from a sample of 76 women past child bearing age with varying numbers of offspring, which suggest that not only sibling absence but also distinctive characteristics of mothers would be considered in studies of the personal and social characteristics of only children. (Among the maternal characteristics mentioned were birth complications, mothers' affiliativeness and attitudes toward children.) The review of related literature points out questionable interpretations and conflicting results of prior studies and indicates weaknesses in the arguments that differences between only and other children are caused by the absence of a younger sibling. Particular attention is given to the interpretation of the fact that only children score lower than expected on IQ tests. (RH)

ED 168 790 RC 011 272

Annual Credit and Financing Report. July 1, 1975-September 30, 1976.
Bureau of Indian Affairs Financial Assistance.

Bureau of Indian Affairs (Dept. of Interior), Washington, D.C.
Pub Date-76
Note-42p.; Parts of appendix marginally legible
Pub Type- Reports - Descriptive (141) - Numerical/Quantitative Data (110) ()
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*American Indians, Business, Capital, *Credit (Finance), *Economic Development, *Federal Aid, Federal Legislation, Financial Needs, *Financial Services, Interest, Investment, *Loan Repayment, Program Evaluation, Student Financial Aid, Tribes
Identifiers-Bureau of Indian Affairs, Federal Indian Relationship, *Indian Financing Act 1974

The first full year of the Indian Financing Act of 1974 was fiscal 1976, after which $91 million had been appropriated for the Revolving Loan Fund, the Loan Guaranty and Insurance Fund, and the Indian Business Development Grant Program. The Revolving Loan Fund, consolidated from 4 previous funds, was underutilized. Only $13.3 million was loaned to tribes, credit associations, and individuals, as against $41 million appropriated. The Loan Fund cash balance decreased, loans receivable increased, allowance for losses was unchanged, and Indian organization funds used to finance economic development of tribes and their members increased to $197.6 million. The Insurance Fund was not utilized by any lenders but the Bureau of Indian Affairs entered into 54 new Loan Guaranty Agreements, mostly guaranteed at 90%, for a total of $14.8 million. The $28.1 loaned under the Revolving Loan Fund and the Loan Guaranty Program helped offset the need of an estimated $1 billion of Indian financing. The Indian Business Development Grant Program contributed to the financing of economic enterprises with 665 grants for $9 million, mostly to individual proprietorships and partnerships, to establish new businesses or acquire or expand established businesses. (SB)

Conducting the Annual Program Review: A Guide.

Drake Univ., Des Moines, Iowa. Midwest Regional Resource Center.
Spons Agency-Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.
Pub Date-Dec 78
Contract-300-78-0023
Note-92p.
Pub Type- Guides - General (050)
EDRS Price - MF01/PC04 Plus Postage.
Descriptors-*Handicapped Children, *Individualized Programs, *Program Evaluation, Program Planning
Identifiers-Annual Program Reviews

Designed to assist local education agencies (LEAs) in conducting annual program reviews, the handbook focuses on evaluating Individualized Education Programs (IEPs) for handicapped children. An annual review meeting guide discusses purposes and procedures of the review. The second section provides a background on the planning-evaluation process, ideas for pre-meeting activities, a step by step analysis of the meeting itself, and ideas for followup and evaluation of the entire process. Among four appendixes are examples of IEP review questions. (CL)

FL

ED 168 336 FL 010 173

Vaucher, Marius

The Group-Discussion Language Laboratory Developed to Assist a Subject-Language Interaction Method. CILA Bulletin, No. 28.

Commission Interuniversitaire Suisse de Linguistique Appliquee (Switzerland).
Pub Date-78
Note-6p.
Pub-Type- Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Discussion (Teaching Technique), Electronic Equipment, English (Second Language), *Group Discussion, Higher Education, Instructional Aids, *Language Instruction, Language Laboratories, *Language Laboratory Equipment, *Second Language Learning, *Teaching Methods, Verbal Communication

New group-discussion language laboratories and the implementation of a subject-language interaction method are described. The use of the language equipment emphasizes free oral intercourse and allows the subject and language or other didactical questions to be dealt with in turns, rather than simultaneously. The laboratories allow students' 14 microphones, with or without the teachers' two microphones, to work together. The crucial aspect of the method is the process of teaching in sequences. A whole sequence of discussions, whose length depends on content, may elapse before the teacher concentrates on purely language questions. The system allows tracing back the passages or the particular words to be the object of didactical comment. During students' speaking or reading, the teacher, when noticing mistakes of pronunciation and intonation, can imprint an impulsion on the recording tape by pressing a button. When the student has finished, the teacher can press buttons ``play'' and ``repeat'' and the recorder will unwind the tape, stop at the last impulsion and start playing back the passage with a mistake or anything worth noting. The method can be used to discuss terminology encountered in a passage, the contents of the same passage, and sequences of actual discussing or debating the subjects. Each kind of sequence will be recorded while the teacher can imprint impulsions for consecutive teaching purposes. The equipment used prior to this newly designed equipment is also discussed. (SW)

ED 168 431 HE 011 136

Petersen, Phillip L.
The Impact of Federal Funds on Higher Education.
Pub Date-22 Jun 78
Note-21p.
Pub Type- Opinion Papers (120)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Bureaucracy, *Federal Aid, *Federal Regulation, Financial Support, Government Role, *Government School Relationship, *Higher Education, *Institutional Autonomy, Research Projects, *Student Financial Aid
Identifiers-National Endowment for the Humanities, National Science Foundation

The various sources of federal funds and the subsequent problems in conforming to federal rules and regulations are considered. The actual U.S. funds for higher education for fiscal year 1978 and current federal programs dealing with financial aid to students are listed. One of the major problems in the administration of federal student aid dollars is shown to be the existence of inequities in the amount of money going to college campuses and to individual students, and inequities between the distribution of funds to two-year institutions as opposed to four-year institutions. Recently proposed federal regulations intended to eliminate fraud and abuse in student aid programs have been perceived by some college officials as unnecessary government intrusion into their affairs and an addition to the already overburdening paperwork. It is noted that the federal government as a main support for research to the academic professions in America sets the trends in research at institutions of higher education and has recently gotten into the business of regulating the research that it finances. Two of the agencies the federal government has established that significantly influence the workings of higher education are the National Endowment for the Humanities and the National Science Foundation. Problems in cutting federal red tape and proposed changes for improving the federal/higher education relationship are addressed. (SW)

ED 168 471 IR 006 950

Scott, Randall W.

Indexing the Comics: A Librarian's Perspective on Comics Research.

Pub Date-Nov 78

Note-13p.; Paper presented at the Annual Conference of the Midwest Popular Culture Association (6th, East Lansing, Michigan, November 2-4, 1978).

Pub Type- Reports - Descriptive (141) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Automatic Indexing, Cartoons, *Cataloging, *Comics (Publications), Fiction, *Indexes (Locaters), Indexing, *Library Role, Parody, *Science Fiction

Identifiers-*Michigan State University

The potential for computers in indexing popular fiction study materials is discussed, and specific examples of comic book indexing are provided through descriptions of projects and a bibliography. The 4-stage evolutionary development of popular fiction studies includes: (1) discovery and reading; (2) bibliography and collecting; (3) cataloging and indexing; and (4) history and criticism. Librarians, particularly with the help of computers, can contribute to the collection, preservation, cataloging, and indexing of comic books, an area of popular fiction largely ignored by libraries in the past. Major comic book indexing projects are now under way for the two largest United States comic book publishers, Marvel and DC. Various other indexing projects have examined specific aspects of comics. A bibliography lists the comic indexes in the Russel B. Nye Popular Culture Collection at Michigan State University. (CWM)

ED 168 540 IR 007 064

Van Kekerix, Donald L. And Others

Interior Communications Supervised Alarm and Warning Systems: Validation of Instructional Materials. Fiscal Year 1977, Final Report.

Navy Personnel Research and Development Center, San Diego, Calif.

Report No.-NPRDC-TR-79-6

Pub Date-Dec 78

Note-22p.

Pub Type- Reports - Evaluative (142)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Educational Programs, *Educational Research, *Equipment Maintenance, *Individualized Instruction, Instructional Materials, Instructional Systems, *Learning Modules, Military Training, *Program Validation, Study Guides, *Training Techniques

An empirical study was conducted using Navy trainees to evaluate the effectiveness of instructional modules designed to train Interior Communications electricians in the maintenance and repair of alarm and warning systems installed in ships to signal unsafe conditions. These modules, each containing six lessons, were developed to augment or replace current instruction on such systems. Six classes of Interior Communications A'' School trainees were trained in supervised alarm and warning systems using the individualized instruction materials. These students and a comparison group of C'' School students were pretested and posttested using comprehensive tests, the difference in scores being the primary measure for evaluation. Results indicate that the instructional materials perform adequately in the training environment, leading A'' School students to perform as well on the posttest as the more experienced C'' School students. A student attitude survey revealed overall neutrality toward the materials. Based on these results, it is recommended that the validated supervised alarm systems materials be considered for inclusion in the individualized Interior Communications curriculum. (CWM)

ED 168 561 IR 007 096

Dageforde, Mary L.

BASIC Instructional Program: System Documentation.

Stanford Univ., Calif. Inst. for Mathematical Studies in Social Science.
Spons Agency-Navy Personnel Research and Development Center, San Diego, Calif.
Report No.-NPRDC-TN-78-12
Pub Date-May 78
Contract-N-00123-76-C-1543
Note-39p.; For related documents, see IR 007 092-096
Pub Type- Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*Computer Based Laboratories, *Computer Science Education, Higher Education, Input Output, *Instructional Programs, *Learning Modules, Programing, *Programing Languages, Tutorial Programs
Identifiers-*MAINSAIL

This report documents the BASIC Instructional Program (BIP), a hands-on laboratory'' that teaches elementary programming in the BASIC language, as implemented in the MAINSAIL language, a machine-independent revision of SAIL which should facilitate implementation of BIP on other computing systems. Eight instructional modules which make up the BIP system are described in detail, including curriculum data structures and the information saved in student histories. These modules are called (1) ONOFF, (2) BIP, (3) PARSE, (4) XERS, (5) ERRDOK, (6) TEACHR, (7) VERFY, and (8) MSRECS. A list of techniques and skills within the techniques is appended. (Author/CMV)

ED 168 582 IR 007 124

Women in the Media: The Beirut Consultation. (Beirut, Lebanon, February 19-24, 1978).

World Association for Christian Communication, London (England).
Pub Date Feb 78
Note-38p.
Available from-World Association for Christian Communication, 122 King's Road, London SW3 4TR England
Pub Type - Reports - Descriptive (141)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*Church Programs, Church Role, *Feminism, *International Organizations, *Mass Media, Sex Discrimination, Sex Stereotypes, *Working Women

This report presents a summary of the experiences shared and presentations at a meeting attended by 20 women from different cultures, backgrounds, and situations who met to consider the role of women in the media, the responsible use of media, and the image of women portrayed there. Their main task was to find ways of helping the three sponsoring organizations the World Association for Christian Communication, the World Council of Churches, and the World YWCA to take action on the problems which exist in all countries. An outline of the problem areas and suggested practical guidelines are included, as well as the keynote address, a presentation on women in ecumenical communications work, and reports from Sweden, the Arab world, Asia, the Philippines, the Caribbean, and Africa. A participant list is provided. (Author/RAO)

ED 168 642 JC 790 224

Report of the Distribution of Financial Assistance to Students in Florida's Community Colleges 1977-78.

Florida State Dept. of Education, Tallahassee. Div. of Community Colleges.

Pub Date-Mar 79

Note-23p.

Pub Type- Reports - Research (143) - Numerical/Quantitative Data (110) ()

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Black Students, Caucasian Students, Community Colleges, Enrollment Influences, *Ethnic Groups, Females, *Junior Colleges, Males, Scholarship Loans, *Scholarships, *Student Financial Aid, *Tuition Grants, Work Study Programs

Identifiers-Basic Education Opportunity Grants, *Florida

The distribution of financial aid funds to students attending Florida community colleges is summarized in data tables outlining the following: (1) financial assistance to students, 1977-78, by number of awards, dollars awarded, and average amount per award for specific categories; (2) financial aid by race/ethnic group; (3) comparison of enrollment to financial aid distribution; (4) financial aid by sex; (5) assistance by college and major aid group; and (6) trends in the distribution of total financial assistance, 1974-1975 through 1977-1978. Findings of the study include the following: the number of awards (89,912) exceeded the unduplicated recipients (66,306) indicating that a large number of students received more than one award; 70% of the aid dollars were for Grants'' and 14% for Loans''; Blacks received 36% of all awards and 41% of all dollars; 39% of all Grants'' went to Blacks and 83% of all Scholarships'' to Whites; Blacks made up 14% of the college enrollment, but 36% of all aid recipients were Blacks, while Whites made up 78% of the college enrollment and 53% of all aid recipients were Whites; 57% of the total recipients were females and they received 64% of all aid dollars; and in all aid categories except Loans,'' dollar amounts increased, as did average amounts per recipient. The total dollar amount has increased over the years with the greatest increases in the Grants'' category. (Author/MB)

ED 168 720 PS 010 489

Rubin, Roberta I.

Parent Involvement Results for the Six Parent Roles in the Parent Education Follow Through Program.

North Carolina Univ., Chapel Hill. School of Education.
Spons Agency-Office of Education (DHEW), Washington, D.C.
Pub Date-Apr 79
Grant-G007701691
Note-18p.; For related documents, see PS 010 487 and PS 010 489-491; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, California, April 8-12, 1979)
Pub Type- Speeches/Meeting Papers (150) - Reports - Evaluative (142)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Elementary Education, Home Visits, *Intervention, Longitudinal Studies, Paraprofessional Personnel, *Parent Education, *Parent Participation, *Parent Role, *Parent School Relationship, Parent Student Relationship, Policy Formation, Program Evaluation, Volunteers
Identifiers-*Parent Education Follow Through Program

This article presents 5-year longitudinal data on parent involvement in the Parent Education Follow Through Program in ten communities in nine states. The data are categorized in terms of the six major ways in which parents can become involved in the program: (1) teachers of their own children, (2) paid paraprofessionals, (3) decision makers and policy advisors, (4) adult learners of new skills, (5) audience or recipients of information and (6) volunteers in the classroom. Program procedures for promoting these roles are described. The chief measures of parental involvement employed were the percentages of parental time spent in the different roles and percentages of the population (parents) who participated. The percentages were found to rise to high levels over the 5-year (1973-1978) period. The data are presented in six tables. (BH)

ED 168 756 RC 011 206

Stufflebean, Tana And Others

National Project: Increasing Participation of Native Americans in Vocational Education. 1976-1977 Final Report.

Central State Univ., Edmond, Okla.; Oklahoma State Dept. of Vocational and Technical Education, Stillwater.

Spons Agency-Office of Education (DHEW), Washington, D.C. Div. of Comprehensive and Vocational Education Research.

Pub Date-77

Grant-G61-76-00810(504)

Note-149p.

Pub Type- Reports - Descriptive (141)

EDRS Price - MF01/PC06 Plus Postage.

Descriptors-American Indians, Conferences, Government School Relationship, *Needs Assessment, Recruitment, School Holding Power, State Departments of Education, *Student Participation, Student Recruitment, Teacher Education, *Teacher Educators, Teacher Recruitment, Technical Education, Tribes, *Vocational Education, *Vocational Education Teachers, Workshops

Identifiers-*American Indian Education, Bureau of Indian Affairs

The overall objective of the 1977 national project was to assist participating states in increasing the number and participation of Native American students, teachers, and teacher educators in vocational and technical education. Participants in the major training activity (a 3-day workshop) were 15 3-member state teams and about 30 tribal and Bureau of Indian Affairs representatives. The workshops addressed four specific needs of Native Americans with respect to vocational and technical education: student recruitment, needs assessment, personnel development, and teacher and student retention. State teams developed action plans (included in the appendices) to meet the overall project objectives. An important workshop product was a resource manual for use in recruiting and involving Native Americans in vocational and technical education. At a successful special conference held after the workshop, project staff informed influential state vocational educators of the problems and special needs of Native American students. Staff concluded that vocational and technical education needs assessment projects should continue; vocational educators should advertise job opportunities appropriately to recruit Native Americans; and special teacher certification programs should be expended to better prepare Native American teachers. It was further concluded that vocational and technical education should be a priority at national, state, and tribal levels. (SB)

ED 168 809   SE 025 391

Barnaby, Charles S. And Others

Solar for Your Present Home. San Francisco Bay Area Edition.

Berkeley Solar Group, Calif.; Environ/Mental, Berkeley, Calif.
Spons Agency-California Energy Commission, Sacramento.; San Jose State Univ., Calif. Center for Solar Energy Applications.
Pub Date-78
Note-165p.; Not available in hard copy due to copyright restrictions ; Parts may not reproduce clearly due to light print
Pub Type- Books (010) - Guides - General (050)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-*Building Conversion, *Building Improvement, *Building Systems Climate Control, Cost Effectiveness, Daylight, Design Needs, Energy Conservation, Estimated Costs, *Heating, Home Management, *Solar Radiation, Worksheets
Identifiers-*Energy Education

This publication provides information about present uses of solar energy for space, water, and swimming pool heating that are practical for the San Francisco Bay area. It attempts to provide interested persons with the information needed to make decisions regarding installations of solar heating systems. The point of view taken is that any structure can be retrofitted with a solar heating system. Chapter titles include: (1) Solar Basics; (2) Energy Estimating and Conservation; (3) Solar Prospecting; (4) Retrofit Systems; (5) Estimating Performance; (6) Solar Economics; (7) Getting Started; and (8) Further Information. Many different adaptations of both passive and active solar heating systems are diagrammed and explained. Installation tips and precautions are also included. Worksheets are provided, along with completed examples, to aid in estimating the cost of installing solar heating systems. Additional sources of information are suggested to the interested reader. Even though this publication refers to the San Francisco area, the solar retrofitting information given applies almost anywhere. (MR)

ED 168 833 SE 026 911

Webb, Norman L.
Mathematical Problem Solving Project Technical Report I: Documents Related to a Problem-Solving Model. Part A: A Review of the Literature Related to Problem-Solving Tasks and Problem-Solving Strategies Used by Students in Grades 4, 5 and 6. Final Report.
Indiana Univ., Bloomington. Mathematics Education Development Center.
Spons Agency-National Science Foundation, Washington, D.C.
Pub Date-May 77
Grant-NSF-PES-74-15045
Note-29p.; For related documents, see SE 026 912-934; Contains light and broken type
Pub Type- Reports - Research (143)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*Case Studies, Elementary Education, *Elementary School Mathematics, *Instruction, *Intermediate Grades, Mathematics Education, *Problem Solving, *Research Reviews (Publications)
Identifiers-*Mathematical Problem Solving Project

Upper elementary students are the focus of this paper, intended to present a few studies that have been done in the past five years that are related to two aspects of problem solving: strategies used by the problem solver and tasks used in studying problem solving. The review is not intended to be exhaustive, but is designed to present examples of strategies and tasks that have been studied or used in recent research. (MP)

ED 168 604 IR 007 246

Thompson, Mark E.

Technology as a Craft of Deceit.

Pub Date-78
Note-31p.
Pub Type- Opinion Papers (120)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Economic Progress, *Futures (of Society), Humanization, Industrialization, Mass Media, Medical Research, Nuclear Warfare, *Propaganda, *Quality of Life, Social Values, *Technological Advancement, *Technology, War

This essay briefly presents the evolution of technology and the resulting warnings that many prominent writers have offered in defense of an analytic inquiry into man's interaction with technology. Various ways in which technology has been used to manipulate people are described, e.g., Vietnam, Watergate, the CIA, the Tuskegee Study, Subliminal Seduction, and Nuclear Weapons. The reader is warned that sophisticated technology needs to be carefully controlled, and society should not become too dependent on it. (Author/RAO)

ED 168 314 FL 010 148

Ala, Falana'i

Getting Ready for Flag Day (Sauniuni Mo Le Aso O Le Fu'a).

Los Angeles Unified School District, Calif.

Pub Date-77

Note-25p.; A cassette is available to accompany the text; For related document, see FL 010 168

Available from-Publications Unit, Los Angeles Unified School District, 450 N. Grand, Rm. G230, Los Angeles, California 90012

Language-Samoan; English

Pub Type- Guides - Classroom - Learner (051) - Creative Works (030)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Bilingual Education, Cultural Awareness, Elementary Education, Instructional Materials, *Language Instruction, *Reading Instruction, Reading Materials, *Samoan, *Samoan Americans, *Second Language Learning, Uncommonly Taught Languages

Identifiers-*KEYS Project, Knowledge of English Yields Success Project

This bilingual reader in Samoan and English is intended for elementary school children in a bilingual education setting. Photographs illustrate the story of a Samoan family making preparations for Flag Day. (NCR)

A Guide to Language Courses in Polytechnics and Similar Institutions.

Centre for Information on Language Teaching, London (England).
Pub Date-77
Note-78p.; Parts may not reproduce clearly due to colored background
Available from-Centre for Information on Language Teaching and Research, 20 Carlton House Terrace, London SW1Y 5AP, England
Pub Type- Reference Materials - Directories/Catalogs (132) - Guides - General (050)
EDRS Price - MF01/PC04 Plus Postage.
Descriptors-Arabic, Chinese, College Curriculum, *College Language Programs, *Course Content, Dutch, English (Second Language), French, German, Higher Education, Italian, *Language Instruction, *Language Programs, Modern Language Curriculum, Russian, *Second Language Learning, Spanish
Identifiers-*Polytechnics, *United Kingdom

This guide to language courses in polytechics and similar institutions in England is designed to help the student plan his language course in higher education. A suggested way of using the information in the guide is to plan the course with the aid of a flow-chart and then to find out from the index which polytechnics and colleges are offering this type of course. For each institution the following information is presented: (1) course title, degree level, course type, and duration; (2) course structure and options available (all relevant subjects); (3) language, level, start level, weekly hours, duration and finishing level; (4) entry requirements; (5) study or work abroad, course length and type, and supervision arrangements; and (6) aim and content of language components, special vocational arrangements, and typical careers entered by successful students. (SW)

ED 168 376 HE 010 915

Wood, Janice, Comp. And Others
Higher Education Enrollment Forecasts for the 1979-81 Biennium Budget.
Washington State Office of Financial Management, Olympia.
Pub Date-Dec 78
Note-96p.; Marginally legible due to small print
Available from-Office of Financial Management, House Office Building, M.S. AL-01, Olympia, WA 98504
Pub Type- Numerical/Quantitative Data (110) () - Reports - Research (143)
EDRS Price - MF01/PC04 Plus Postage.
Descriptors-*Budgets, College Students, *Community Colleges, *Enrollment Projections, Enrollment Rate, Enrollment Trends, *Higher Education, Junior College Students, *State Colleges, State Surveys, State Universities, Student Characteristics, Veterans
Identifiers-In State Students, Out of State Students, *Public Higher Education, *Washington

This Higher Education Enrollment Forecast publication for the State of Washington contains Fall 1978 enrollment and 1979-81 enrollment forecasts for each of the public four-year institutions and the community college system. Statistical tables are presented on: annual average headcount enrollment and budget forecasts for 1973-75, 1975-77, 1977-79, and 1979-81; annual average student credit hours and credit hour load by institution actual and contracted; annual average credit hours by cost and course level for several universities; public four-year college and university community college transfers; entrances from high schools; net change in fall to fall, fall to winter, fall to spring, and winter to spring enrollment by source of enrollment, 1971-1978; veterans enrollment; resident and nonresident enrollment; enrollment for selected age groups by sex and grade classifications and median age for several universities; summer term student credit hours by cost and course level, 1974-78, for several universities; enrollment data for the community college system; summary of student characteristics for academic and occupational community college students; and enrollment data on private colleges and universities. (SW)

ED 168 395 HE 011 053

Weinberg, Ira
Financing Higher Education in 1980's and Beyond.
Pub Date- 78
Note-32p.; Best copy available
Pub Type- Opinion Papers (120) - Information Analysis (070)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*Educational Finance, Federal Aid, *Financial Support, Futures (of Society), *Higher Education, Loan Repayment, Needs Assessment, Parental Financial Contribution, *Student Financial Aid, Student Loan Programs, *Tuition

This analysis of higher education financing examines the need for the provision of additional funds to higher educational institutions and the availability of adequate aid funds to parents and students. It is concluded that there is no single solution to the problems associated with higher education finance that is suitable for all colleges and students. A variety of educational financing techniques are needed which could be employed individually or in conjunction with other devices. It is important to insure that higher educational institutions become more efficient in using new funds. Differential tuition pricing is an effective device for generating more funds for an institution, but it would succeed only if other sources of funding were provided for the parent and student. Other sources of funding are long-term, low-interest loans made by the government directly to the student and the E'' Bond device. These schemes must be politically feasible, the amount of money available for the loan must be meaningful, and the terms for repayment must be reasonable. Existing federal support programs and some of the associated problems are discussed. (SW)

ED 168 451 HE 011 182

Bibliography. Cooperative Education: Entrepreneurial Development by Colleges and Universities.
Phelps Stokes Fund, Washington, D.C.
Pub Date-30 Jun 77
Note-41p.; For related documents see HE 011 183-184
Available from-Phelps-Stokes Fund, Suite 1100, 1029 Vermont Avenue, NW, Washington, DC 20005
Pub Type- Reference Materials - Bibliographies (131)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Apprenticeships, *Business, Business Administration, Business Skills, *Career Development, College Stores, College Students, *Cooperative Education, Economic Opportunities, Educational Economics, *Experiential Learning, Higher Education, Minority Groups, School Industry Relationship, *Student Employment, *Work Experience Programs
Identifiers-*Economic Impact

A bibliography on cooperative education and entrepreneurial development by colleges and universities is presented. This type of program establishes businesses in college communities, enabling students to participate in apprenticeships while the university increases its contribution to the community's stabilization and development. Contents include publications on: the philosophy of cooperative education and survey of programs; the small business; the franchise; minority-owned enterprises; business ventures in hotel, restaurant, fast-food service, dry cleaners-laundry, proprietary day-care facility, and bookstore areas; business capital; franchising; marketing; accounting; legal considerations; management; problem solving; finances; taxes; evaluation; technical assistance; and reference resources. For each of the topics, an annotation of the pertinent considerations and questions is provided. (SW)

Directory of United Nations Information Systems and Services.
Inter-Organization Board for Information Systems, Geneva (Switzerland).
Pub Date-78
Note-265p.
Pub Type- Reference Materials - Directories/Catalogs (132)
EDRS Price - MF01/PC11 Plus Postage.
Descriptors-Agencies, *Information Dissemination, *Information Services, *Information Sources, *Information Systems, *International Organizations, Libraries
Identifiers-*United Nations

This directory brings together in summary form the functions of the various members of the United Nations Organization and the information systems and services they provide. It is intended to show the reader what exists and where to obtain further details. The contents are divided into four parts. The first part lists the organizations of the United Nations whose functions or programs involve the collection, dissemination, or analysis of information; organizations of an administrative nature are not included. The second part gives individual descriptions of the information systems belonging to the organizations listed in the preceding section. The third part presents addresses by country to facilitate contact between users and organizations, systems, and services. The last section is a subject index designed to assist users in identifying the systems and services which deal with information in a given field. (RAO)

ED 168 682 PS 010 358

Rowe, Helga A. H.
ACER Checklists for School Beginners: Manual.
Australian Council for Educational Research, Hawthorn.
Pub Date-77
Note-44p.
Pub Type- Guides - Classroom - Teacher (052)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-Checklists, *Early Childhood Education, Emotional Development, Foreign Countries, *Identification, *Individual Needs, *Informal Assessment, Kindergarten, Language Skills, Memory, Parent Role, Preschool Children, Psychomotor Skills, Social Development, *Student Testing
Identifiers-*ACER Checklists For School Beginners, *Australia

This assessment package consists of a checklist for teachers, a checklist for parents, a class record sheet, and a manual designed to be used by teachers to highlight the strengths and weaknesses of individual children soon after their entry into school or during their last term in preschool or kindergarten classes. The Checklist for Teachers provides a list of 62 simple behaviors which indicate an individual child's development and experiences in the areas of social development, emotional development, motor skills, memory and attention and language skills. The form provides space for two subsequent administrations of the items as a followup to the original assessment. The Checklist for Parents contains 38 items describing the child's preschool activities and experiences as well as the parent's expectations of the child's reactions to certain social situations. The Class Record Sheet is a form the teacher can use to summarize the individual child's performance, as well as the performance of the class as a whole on each of the 62 items. The manual provides information regarding the rationale and purpose of the checklists. It includes descriptions of the meaning of the individual items and instructions for the administration and scoring of the instrument. A discussion of the validity and reliability of the Checklist for Teachers is provided in the section reporting research findings. (Author/BD)

ED 168 738 RC 011 002

George, Larry

Coyote and the Crane A Legend of the Yakimas.

Note-26p.
Available from-Kamiakin Research Institute, P.O. Box 509, Toppenish, Washington 98948 ($2.50)
Pub Type- Guides - Classroom - Learner (051)
Document Not Available from EDRS.
Descriptors-Adult Education, *American Indians, *Childrens Literature, *Classroom Materials, Cultural Background, *Cultural Enrichment, Folk Culture, *Legends, Literature, Primary Education, Prose
Identifiers-American Indian Education, *American Indian Literature, *Oral Tradition, Yakima (Tribe)

Written in plain terms, printed in large type, and accompanied by illustrations, this legend of the Yakima Indians tells of how the crane came to be; it is the story of how Coyote turns a man into a crane because the man would not share his catch of fish. In the old days people shared things. It was our way of life. If a person was hungry and had no food, others would share what they had... even if it was the last of what he had. It was told to us in the old stories of our people that the coyote man had something to do with this.'' This legend was reproduced to enhance young Yakima children's knowledge of their cultural heritage. It can be used at the Pre-school and Elementary levels and for Cultural Education information at the Secondary and Adult levels. (Author/DS)

ED 168 293 FL 009 302

Alexander, David Nava, Alfonso

The How, What, Where, When and Why of Bilingual Education: A Concise and Objective Guide for School District Planning.

Pub Date-77
Note-181p.
Available from-R & E Research Associates, Inc. 4843 Mission Street, San Francisco, California 94112 ($8.00)
Pub Type- Reports - Descriptive (141) - Guides - Non-Classroom (055) - Reports - Evaluative (142)
Document Not Available from EDRS.
Descriptors-*Bilingual Education, Bilingual Schools, Bilingual Students, Educational Assessment, *Educational Planning, *Educational Policy, English (Second Language), *Federal Aid, Federal Court Litigation, Federal Regulation, Minority Groups, Multicultural Education, *Non English Speaking, *State Aid
Identifiers-Lau v Nichols

This book's purpose is to satisfy a perceived need for a straightforward, non-academic, non-bureaucratically worded guide to bilingual education planning and to provide objective information on compliance procedures and federal and state funding opportunities to school district policy planners, whether they be administrators, teachers, or parents. The guide is designed to fill a gap in the literature that has arisen with the passage of ``Lau vs. Nichols'' and with the establishment of rigorous enforcement procedures by the (HEW) Office For Civil Rights. It is hoped that the book will help clarify issues, suggest strategies for interacting with state and federal bureaucracies, present alternatives, and suggest additional resources. Each of the book's seven sections explains the public policy issues and answers the most commonly asked questions. The sections are: Lau Centers (Technical Assistance Units); the ``Lau vs. Nichols'' Supreme Court decision; letter of non-compliance; California state laws and advisory opinions; task force findings; compliance timelines; and funding opportunities for bilingual education programs. (EJS)

ED 168 413 HE 011 114

Improvements Needed in Implementation of the Veterans' Educational Assistance Program.

Comptroller General of the U.S., Washington, D.C.
Report No.-B-114859; HRD-78-148
Pub Date-30 Nov 78
Note-69p.; Several pages are marginally legible due to light print
Available from-General Accounting Office, Washington, D.C. 20548
Pub Type- Reports - Evaluative (142)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-*Armed Forces, *Educational Opportunities, *Financial Support, Higher Education, *Military Service, Program Administration, *Student Financial Aid, *Veterans Education
Identifiers-Coast Guard, Department of Defense, Department of the Air Force, Department of the Army, Department of the Navy, Marine Corps, Veterans Administration, *Veterans Educational Assistance Program

The armed services' efforts to aid and encourage uniformed personnel to participate in the Veterans' Educational Assistance Program (VEAP) are reviewed. VEAP is a pilot program designed to promote and assist the all-volunteer armed forces program in attracting qualified persons to serve by offering educational assistance. Several factors that appear to have limited participation in the program include: failure of the cognizant agencies to develop comprehensive program guidelines in a timely manner, variances and inaccuracies in program information provided to recruits, the timing and sequence of VEAP briefings within certain services, and a low opinion of VEAP that appears to be held by some of the personnel responsible for program implementation at the installation level. Questionnaires were administered to an arbitrarily chosen sample of recruits eligible to participate in the program at nine reception stations and training centers to determine current enrollment rates, compare enrollees with nonenrollees, and determine why recruits were electing not to participate. Out of the 2,534 respondents, 512 or about 20 percent had enrolled in the program. Reasons for nonparticipation are presented. Information on the efforts of each of the military services is presented, and recommendations are offered to the Administrator of Veterans Affairs and the Secretary of Defense to improve the VEAP. (SW)

ED 168 472 IR 006 956

Community Analysis, Stafford County, Virginia.
Central Rappahannock Regional Library, Fredericksburg, Va.
Pub Date-Aug 78
Note-39p.
Pub Type- Reports - Descriptive (141)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*Community Characteristics, Community Organizations, Community Resources, *Community Study, County Programs, Demography, Library Circulation, Library Collections, Library Facilities, *Library Planning, Library Programs, *Library Services, Local History, *Public Libraries
Identifiers-*Virginia

This study of the present and future library needs of residents of Stafford County, Virginia, with emphasis on the North Stafford areas, includes a review of demographic statistics and recommendations for library services. The currently increasing population is highly dependent on the automobile for transportation, and recommendations for library service include increased hours to reflect the commuting pattern and this dependence. It is also recommended that collection growth and programming should reflect the increase in the high school enrollment, and that guidelines for school-branch library cooperation should be very carefully spelled out and new areas for cooperation explored. Initial programming in North Stafford should strongly reflect cooperation with existing clubs and interest groups in the area. Examination of the public library organization, staff, budgeting, facilities, and collection indicate that renovation and/or expansion of the main library facility is necessary in order to keep pace with the needs of the North Stafford Branch and any other branches, either current or projected. Library programs, reference services, and bookmobile services will increase with this trend in county growth. A history of Stafford County and bibliography are appended. (CWM)

Lemen, Jack A.

Kansas Public Television Network (KPTN).

Kansas Public Television Board, Topeka.
Pub Date-9 Oct 78
Note-40p.
Available from-Kansas Public Television Board, Suite 508, 503 Kansas Avenue, Topeka, Kansas 66603 (free)
Pub Type- Reports - Descriptive (141)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*Facility Expansion, *Facility Guidelines, *Facility Planning, Financial Support, Information Needs, Needs Assessment, *Networks, *Public Television, Telecommunication, Television Research, Television Surveys
Identifiers-*Kansas

The plans of the Kansas Public Television Board (KPTB) for development of the Kansas Television Network are detailed for the period extending from FY 1979 to FY 1983; the proposed system is designed to serve the needs of the communities by extending existing capabilities and resources, sharing common resources, and enriching the total system. Surveys have identified unserved areas and citizens' needs and concerns about public television, and a series of concepts for use in network development has been developed through KPTB's review of planning and engineering documents. The five-year plan for development calls for funds to upgrade and support existing stations to serve their audiences and the network, as well as the development of three new public television stations to serve the communities of Hays, Garden City, and Chanute. Stations will be tied together by ground based common carrier microwave and the system will be operated by stations through a committee structure. Interconnection will provide capability for program sharing, live feeds, production inserting, audiovisual feeding and dubbing, central resource sharing, and extension/expansion of services. Funding and broadcast hours data, timetables, and broadcast network maps are included. (CWM)

ED 168 583 IR 007 129

Lewis, George Robert

A Comparative Study of Learning Networks in the United States.

Pub Date-Jun 78

Note-150p.; Ph.D. dissertation, Northwestern University; Tables C-J may not reproduce clearly due to small type size

Available from-The Learning Exchange, PO Box 920, Evanston, Illinois 60204 ($15.00)

Pub Type- Reports - Evaluative (142) - Dissertations/Thesis (040)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-Access to Education, Certification, Class Attendance, *Community Programs, Comparative Analysis, Educational Administration, *Educational Alternatives, Educational Finance, Educational Innovation, Educational Philosophy, *Educational Problems, *Educational Programs, Information Networks, Models, State of the Art Reviews

This comparative study examines learning networks from an historical perspective and, in addition to determining the state-of-the-art after seven years of independent development, provides operational definitions of the major critical elements needed to assure the development of a successful learning network model. Learning networks are discussed as a response to the problems of American education. To assess the state-of-the-art and to determine the chief characteristics that account for the high failure rate of the concept, seven major operational variables critical to successful learning network development are discussed: (1) general orientation reflected in legal status; (2) philosophy; (3) funding; (4) organization of information; (5) communication programs; (6) client access; and (7) management and administration. Data for these variables were collected through personal interviews with founders or chief administrators of 18 active and 10 inactive learning networks. Each was analyzed comparatively in terms of time in existence, number of participants on file, population of the service area, participation percentage, and clientele demographics. Analysis indicates that lack of funding is a central problem, and that further research is needed in the areas of network users and effects of program modifications. (CWM)

ED 168 605 IR 007 249

Comstock, George

Trends in the Study of Incidental Learning from Television Viewing.

Syracuse Univ., N.Y. ERIC Clearinghouse on Information Resources.

Spons Agency-National Inst. of Education (DHEW), Washington, D.C.

Report No.-IR-30

Pub Date-78

Contract-400-77-0015

Note-61p.

Available from-Syracuse University Printing Services, 125 College Place, Syracuse, New York 13210 (IR-30, $4.25)

Pub Type- Information Analysis (070) () - Reference Materials - Bibliographies (131)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors-*Behavior Development, Broadcast Television, Childhood Attitudes, *Childrens Television, *Cognitive Development, Educational Television, *Incidental Learning, Parent Child Relationship, Popular Culture, Television Commercials, *Television Research, *Television Viewing, Viewing Time

Identifiers-Information Analysis Products

Research on incidental learning by children from television is both a cause and effect of the increasing attention being given by social and behavioral scientists to the influence of mass media. Laboratory-type experiments and data collected from everyday life are consistent in their findings, providing convincing evidence that television can influence the immediate behavior of children. When this altered behavior is carried over into social interaction, the foundation is established for more far-reaching influence. Television also has varied cognitive and attitudinal effects on children, e.g., it is their principal source of information on public affairs. Television designed to convey information can be quite effective, and entertainment programs occasionally provide instruction, but their impact is sometimes limited by redundancy with one another. Commercials also instruct children by influencing preferences for the value placed upon products. Tastes and preferences in programming and time spent with the medium change along with individual interests and needs as young people grow older. The study of television's influence requires both laboratory-type experimentation and the collection of data from real life, the former to establish the possibility of causation and the latter to confirm the presence in real life of experimental findings. (Author)

ED 168 624 JC 790 200

Jones, Howard J. Smolen, Diane L.

Lansing Community College Reading Study.

Pub Date-10 Apr 79

Note-13p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, California, April 8-12, 1979)

Pub Type- Speeches/Meeting Papers (150) - Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Academic Achievement, Community Colleges, Courses, *Grade Prediction, Grades (Scholastic), *Junior Colleges, Performance Factors, Persistence, Predictive Ability (Testing), Predictive Measurement, *Predictor Variables, *Reading Ability, Reading Level, Reading Tests

Identifiers-*Reading Progress Scale (Carver)

The Reading Progress Scale (RPS) was administered to 4,714 students from 46 courses ranging from accounting to welding at Lansing Community College in two studies conducted from fall 1975 to spring 1976. The scale which assesses reading skills sought to answer two research questions: (1) is the RPS a good indicator of student persistence in a common course?; and (2) for those students who receive a grade of 0 F through 4 A (such students were defined to be persistors), is the RPS a good predictor of course grade? In the pilot study the RPS was seen as a good predictor of student persistence in only one of 46 course groups basic composition. Significant correlations were found between the RPS and course grade in 17 of the 46 courses. Scatter plots indicating the nature of the relationship between RPS and course grade were nearly circular, suggesting that the RPS should not be used as a linear predictor of course grade. In the second study only 13 of 40 course groups showed a relationship between RPS and course grade. The data thus suggest that the RPS score and course grade are not consistently related. There exists little evidence in educational research to indicate that a single variable, such as reading level, should be a good predictor of either student persistence or academic performance. (MB)

ED 168 662 JC 790 249

Goodwin, John R. O'Reilly, Robert R.

Context and Structure of Educational Organizations: Application of Aston Methodologies to Community Colleges.

Pub Date-10 Apr 79

Note-30p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, California, April 8-12, 1979)

Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-Administrator Role, Centralization, Community Colleges, Horizontal Organization, *Junior Colleges, *Organization, *Organizational Theories, *Organization Size (Groups), *Power Structure, Specialization, Vertical Organization

Identifiers-Ontario

Interviews were conducted with the presidents and senior administrators of 20 Colleges of Applied Arts and Technology located in the province of Ontario (Canada) to assess the relationship between organizational size and organizational structure. It was found that a relationship existed between the size variable and certain structural dimensions. Size was positively related to specialization, delegation, vertical span, and supervisory span (subordinate ratio), and was negatively related to centralization. However, the forecasted size-formulation relationship was very small. The fact that the size variable showed a strong relationship with certain organizational structural variables led to the conclusion that size is important in influencing structural dimensions in the organization. The results contributed to organization theory in three ways: (1) the number of full-time employees was supported as an adequate measure of size; (2) the generalization of the relationship between organizational size and dimensions of organizational structure was upheld; and (3) the proposition that size is predictive of structure was supported. Another result of the study was that the applicability of the Aston methodology for research on educational organizations was demonstrated. A bibliography is included. (MB)

ED 168 702 PS 010 470

Moore, Nancy V. Davenport, Caroline V.

Custody and Visitation: An Explication of Prevalent Patterns.

Texas Univ., Austin. Inst. of Human Development.

Pub Date-Mar 79

Note-18p.; A preliminary version of this paper was presented at the Biennial Meeting of the Society for Research in Child Development (San Francisco, California, March 15-18, 1979)

Pub Type- Speeches/Meeting Papers (150) - Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Childhood Attitudes, Childhood Needs, *Child Rearing, Child Role, Court Litigation, *Divorce, Family Environment, Family Problems, One Parent Family, *Parent Attitudes, *Parent Child Relationship, *Parent Responsibility, Parent Role

Identifiers-*Child Custody, Texas

A review of the literature on custody and visitation reveals many contradictory opinions, little empirical evidence and lack of a conceptual framework for assessing issues. An exploratory study is reported in which 99 custodial parents, 71 noncustodial parents and 70 children of divorce expressed their opinions on custody and visitation. The data revealed two clear needs of the children: a stable and supportive developmental context, and continuing attachment bonds with both parents and siblings. These needs seemed to have been met reasonably well for these subjects, most of whom were from single parent custody situations. The way in which they were met appears to be through continuing conflict between the parents, with custodial parents defending the first need and non-custodial parents fighting for the second. It is suggested that successful single parent custody follows a conflict model, that split custody might be a parallel model and joint custody a cooperation model. This framework appears fruitful for further empirical exploration of the nature of successful post-divorce family relationships. (Author/BH)

ED 168 774 RC 011 253

Briggs, Vernon M., Jr. And Others

The Chicano Worker.

Pub Date-77

Note-129p.; Original version prepared for the National Manpower Policy Task Force, Washington, D.C.

Available from-University of Texas Press, P.O. Box 7819, Austin, Texas 78712 ($9.50)

Pub Type- Books (010) - Historical Materials (060)

Document Not Available from EDRS.

Descriptors-Agricultural Laborers, Anglo Americans, *Cultural Differences, Demography, Educational Disadvantagement, *Employment Patterns, *Equal Opportunities (Jobs), Foreign Workers, Illegal Immigrants, Laborers, Labor Force, *Labor Market, Labor Supply, Mexican American History, *Mexican Americans, Migration Patterns, Occupations, *Racial Discrimination, Rural Economics, Underemployed, Unemployment

Identifiers-Chicanos, United States (Southwest)

The 4.7 million Chicanos in the Southwest in 1970 contributed significantly to the local labor supply; yet, they had substantially smaller incomes and greater unemployment than area Anglos. Although Chicanos have moved steadily from unskilled to skilled labor occupations and have entered white collar occupations, they continue to be employed in the traditional areas of domestic service, construction, food processing, railroad and farm work, which are characterized by squalid conditions, poverty, and limited chances for advancement. The process by which Chicanos come to hold inferior jobs can best be explained by the queueing'' theory of worker allocation in which they are at a distinct disadvantage due to general educational disadvantagement, the historical situation of Mexican immigrants, racial discrimination, and cultural differences. The employment and income differences between Chicanos and Anglos are reinforced by the elastic supply of minimum wage labor from Mexico. In addition, earning differences result when Chicanos hold lower paying jobs in broad occupational categories or the same job in different firms. Tight border policy, decline in discrimination, and better education would greatly help the Chicano labor force, as would research regarding cultural barriers to better employment. (SB)

Annual Credit and Financing Report, June 30, 1975. Bureau of Indian Affairs.

Bureau of Indian Affairs (Dept. of Interior), Washington, D.C.
Pub Date-75
Note-35p.; Parts of appendix marginally legible
Pub Type- Reports - Descriptive (141) - Numerical/Quantitative Data (110) ()
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*American Indians, Business, Capital, *Credit (Finance), *Economic Development, *Federal Aid, Federal Legislation, Financial Needs, *Financial Services, Interest, Investment, *Loan Repayment, Program Evaluation, Student Financial Aid, Tribes
Identifiers-Bureau of Indian Affairs, Federal Indian Relationship, *Indian Financing Act 1974

The Indian Financing Act of 1974 was vital legislation to Indians, previously prevented from obtaining credit from non-Indian lenders who customarily categorized Indians as poor credit risks or set interest rates prohibitively high. Problems in preparation of the administrative regulations delayed initial implementation of the Act until December 1974, and the legislation was not fully effective until March 1975. In fiscal 1975, when approximately $1 billion was needed for Indian financing of housing, industrial development, group commerical enterprises, tribal land purchase, recreational development, civic facilities, and individual loans, $38 million was appropriated for the Revolving Loan Fund, $20 million for the Loan Guaranty and Insurance Fund, and $10 million for the Indian Business Development Grant Program. The cash balance of the Revolving Loan Fund increased to $35 million, loans receivable increased to $26.4 million, and allowance for losses increased to $4 million. Loans of tribal funds and Revolving Loan Funds to tribal members, associations, and enterprises totalled $211 million and brought to a total of $140 million the loans to 64,618 individuals. Outstanding and delinquent loans decreased. Grants totalling $9.7 million and averaging $16,300 were made to individual proprietorships and partnerships, tribes, and tribal organizations to expand, establish, or acquire businesses. (SB)

ED 168 315 FL 010 149

Leong, Louise H.

Children's Day With Ichiro (Ichiro To Kodomonohi).

Los Angeles Unified School District, Calif.

Pub Date-73

Note-26p.; A cassette is available to accompany the text; For related document, see FL 010 166.

Available from-Publications Unit, Los Angeles Unified School District, 450 N. Grand, Rm. G230, Los Angeles, California 90012

Language-Japanese; English

Pub Type- Guides - Classroom - Learner (051) - Creative Works (030)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-*Bilingual Education, Cultural Awareness, Elementary Education, Ideography, Instructional Materials, *Japanese, *Japanese American Culture, *Language Instruction, *Reading Instruction, Reading Materials, *Second Language Learning, Uncommonly Taught Languages

Identifiers-*KEYS Project, Knowledge of English Yields Success Project

This bilingual-bicultural reader in Japanese and English is intended for elementary school children in a bilingual education setting. Pen-and-ink drawings illustrate the story of a young Japanese boy and his activities on Children's Day. Each page of the text is written in Japanese characters, Romanized form, and in English. (NCR)

ED 168 520 IR 007 020

Renfro, Nancy

A Puppet Corner in Every Library.

Nancy Renfro Studies, Austin, Tex.

Pub Date-78

Note-101p.; Small type marginally legible

Pub Type- Books (010) - Guides - Non-Classroom (055)

EDRS Price - MF01/PC05 Plus Postage.

Descriptors-*Children, Creative Activities, Library Instruction, *Library Programs, Production Techniques, Public Libraries, *Puppetry, Resource Guides, Story Telling

Written to inspire and encourage librarians to try new ideas with puppets, this generously illustrated book covers financing; some actual uses, e.g., library mascot, a get-acquainted friend, an informal puppet corner; library instruction through puppet use; puppets as part of media-loan kits; and puppets as storytelling aids. Ideas on play production include discussions of the script, action, voice, and rehearsals, as well as sound effects, special effects, and props. Professional puppeteers are also discussed as being an integral part of any library puppet program. Techniques and patterns for making puppets are included, along with several articles describing library programs, and a listing of resources which includes organizations, suppliers, publishers, and additional publications. (Author/MBR)

ED 168 562 IR 007 097

Rice, Jean M.

Computer Education in the Edina, Minnesota, Elementary Schools.

Pub Date-Apr 75

Note-14p.; Paper presented at Annual Meeting of the National Council of Teachers of Math (San Diego, California, April 1978) ; Best copy available

Available from-T.S. Denison & Co., 9601 Netwon Avenue, Minneapolis, Minnesota 55431 (Text, $2.98 and Teachers' Guide, $15.00)

Pub Type- Reports - Descriptive (141) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Computer Assisted Instruction, *Computer Science Education, *Course Descriptions, Elementary Education, *Grade 5

This computer literacy project, which was carried out with a group of fifth grade students, was designed to provide them with an enjoyable experience in learning about the computer through such activities as interactive programs, games, discussions, interviews, and field trips. Course content covered the history of computers, computer components, applications, flowcharting, and an introduction to programming. Student, parent, and staff surveys were conducted to determine the viability of the project. This project provided the basis for a computer literacy text, My Friend the Computer,'' by Jean M. Rice. (RAO)

ED 168 643 JC 790 225

Armstrong, David F.

Tentative Ten-Year Enrollment Projections Fiscal Years 1980-1989: A Supplement to the FY 1980 Capital and Operating Budgets of Montgomery Community College.

Montgomery Coll., Rockville, Md. Office of Institutional Research.
Pub Date-Nov 78
Note-99p.; Best copy available
Pub Type- Numerical/Quantitative Data (110) ()
EDRS Price - MF01/PC04 Plus Postage.
Descriptors-*College Bound Students, College Graduates, Community Colleges, Credits, Enrollment Projections, *Enrollment Trends, High School Students, *Junior Colleges, Nonresident Students
Identifiers-*Maryland, Stop Outs

Extensive tables, figures, and data summaries outline the following components of tentative (as of November 1978) 10-year enrollment projections (1980-89) for Montgomery College (Maryland): (1) high school graduates immediate enrollment, delayed enrollment, early graduations, private and parochial school graduations, and early placement students; (2) out-of-county and out-of-state residents; (3) returning matriculated students; (4) special or non-matriculated students; and (5) off-campus or extension credit students. Data is also provided for individual campus enrollment, student credit hour load; non-credit or credit-free short courses, and fiscal year 1979-80 estimates of number of students and number of credit hours expected. The model upon which the projections are based consists of a system of linear equations, and a number of sub-units of these which are related to a sector of the college's total student body. Each sub-unit allows for external information in a data matrix; past experience derivations in a factor matrix; professional judgment and reasonable expectations that are not reflected in past history in a prognostication matrix. (MB)

ED 168 721 PS 010 490

Olmsted, Patricia P.

An Observational Study of Parental Teaching Behaviors and Their Relationship to Child Achievement.

North Carolina Univ., Chapel Hill. School of Education.
Spons Agency-Office of Education (DHEW), Washington, D.C.
Pub Date-Apr 79
Grant-G007701691
Note-15p.; For related documents, see PS 010 487, PS 010 489-491; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, California, April 8-12, 1979)
Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Academic Achievement, *Achievement Gains, *Effective Teaching, Elementary School Students, *Intervention, Low Income Groups, *Parent Influence, *Parent Participation, Parent Role, Parent Student Relationship, Program Evaluation, Research, Student Improvement
Identifiers-Parent Education Follow Through Program, *Parent Teaching Behaviors

This evaluation study had two aims: (1) to compare the teaching behavior of parents who had been participating in the Parent Education Follow Through (PEFT) Program to that of parents who had not, and (2) to examine the relationship between child achievement and parents' use of the 10 desired teaching behaviors (DTBs) emphasized by the PEFT program. Subjects were 63 program families and 46 nonprogram families at two PEFT sites. All were low-income families. PEFT families were in the second year of program participation. Non-PEFT families had never been involved in a home visitation program. Two parent-child interaction situations were used to collect the data on videotape: a matching-faces activity and a book-reading activity. The Total Reading and Total Mathematics subtest scores on the Stanford Achievement Test Primary Level 1 Battery (1973) were used to assess achievement. It was found that in only one of the two communities were PEFT parents using significantly more DTBs than non-PEFT parents. In that community the number of DTBs used by PEFT parents was significantly related to both reading and mathematics achievement test scores of their children. Differences between communities may reflect different program emphases. Findings are interpreted as evidence that the way parents teach their children is related to the child's school performance. The DTBs of the PEFT program are seen to be important ones. (Author/RH)

ED 168 834 SE 026 912

Lester, Frank K., Jr.

Mathematical Problem Solving Project Technical Report I: Documents Related to a Problem-Solving Model. Part B: Mathematical Problem Solving in the Elementary School - Some Educational and Psychological Considerations. Final Report.

Indiana Univ., Bloomington. Mathematics Education Development Center.
Spons Agency-National Science Foundation, Washington, D.C.
Pub Date-May 77
Grant-NSF-PES-74-15045
Note-57p.; For related documents, see SE 026 911-934; Not available in hard copy due to marginal legibility of original document
Pub Type- Reports - Research (143)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-*Educational Needs, Elementary Education, *Elementary School Mathematics, *Mathematics Education, Models, *Problem Solving, *Psychological Characteristics, *Research Needs
Identifiers-*Mathematical Problem Solving Project

The philosophy and activities of the Mathematical Problem Solving Project (MPSP) are described. The main focus is on the research and development efforts, especially the attempt to develop a conceptual framework for problem solving through the creation of an appropriate model. An extensive discussion of models of problem solving is included. Four main topics are discussed: (1) critical issues and questions related to mathematical problem solving; (2) nature of MPSP; (3) thrust of the work of MPSP; and (4) plan for future research. An article by this author on a similar topic appeared in the November 1977 issue of Arithmetic Teacher.'' (MP)

ED 168 337 FL 010 177

New York State Conference on Bilingual Education in Colleges and Universities.
State Univ. of New York, Albany.
Pub Date-76
Note-112p.
Pub Type
EDRS Price - MF01/PC05 Plus Postage.
Descriptors-*Bilingual Education, Community Colleges, Educational Policy, English (Second Language), *Ethnic Studies, Higher Education, *Language Instruction, Language Programs, Language Skills, Multicultural Education, Research Needs, *Second Language Learning, Spanish Speaking, Student Evaluation, *Teacher Certification, *Teacher Education
Identifiers-Illinois, New York, Texas

This report of a New York State conference on bilingual education in colleges and universities contains opening remarks, keynote addresses, papers, and workshop summaries. Opening remarks were made by Carmen Ana Perez, Emmett Fields, and Lewis P. Welch. Keynote addresses included Bilingual Education at Hostos Community College'' by Candido de Leon and Teacher-Training for Bilingual Education School District and Institution of Higher Education Interaction'' by Sonia Rivera. The following papers were presented: Bilingual Certification Provisions in Texas'' by Arturo Luis Gutierrez; Training and Certification of Bilingual/Bicultural Personnel: Some Reflections'' by Ernest J. Mazzone; and The Illinois Experience'' by Ned Seelye. Workshop summaries include: Bilingual Certification'' by John Borel and Gilbert Sanchez; ESL in Bilingual Education'' by Mary Hines and Richard L. Light; The Role of Foreign Languages and Ethnic Studies in Bilingual Education'' by Edna Acosta and Charles R. Hancock; Improving Literacy Skills in Two Languages'' by Edgar Rodriguez and Gloria Zuazua; Lobbying'' by Lee Wolfe; Assessing Competencies in Bilingual Education'' by Migdalia Romero de Ortiz and Lourdes Travieso; and Research Needs in Bilingual Education'' by Marietta Saravia Shore. Appendices on the conference program and resolutions are included. (SW)

ED 168 357 FL 010 212

Joiner, Elizabeth Garner Westphal, Patricia Barney, Ed.

Developing Communication Skills: General Considerations and Specific Techniques.

Pub Date-Oct 78

Note-191p.

Available from-Newbury House Publishers, 54 Warehouse Lane, Rowley, Massachusetts 01969 ($4.95)

Pub Type- Books (010) - Collected Works - General (020) - Guides - Classroom - Teacher (052)

Document Not Available from EDRS.

Descriptors-*Communicative Competence (Languages), Grammar, *Instructional Materials, Interaction Process Analysis, Language Fluency, *Language Instruction, Language Patterns, Pattern Drills (Language), *Second Language Learning, *Speech Communication, *Teaching Methods

This practical book is designed for the classroom teacher of a second or foreign language at any level. The articles are grouped into two distinct but interdependent sections on general considerations and specific techniques. The contents of the first section are as follows: Moi Tarzan, Vous Jane?: A Study of Communicative Competence'' by P.B. Westphal; Teaching for Communication'' by S.J. Savignon; Structural Pattern Drills: A Classification'' by C.B. Paulston; Interaction Activities in the Foreign Classroom, or How to Grow a Tulip-Rose'' by C.B. Paulston and H.R. Selekman; Skill-Using, Self-Expression and Communication: Exercises in Three Dimensions'' by S.N.J. Zelson; Teaching Communication'' by A. Palmer; Creating Contexts for Language Practice'' by W.R. Slager; and Developing and Evaluating Communication Skills in the Classroom'' by R.M. Valette. The second section, on specific techniques, includes the following articles: Keep Them Guessing'' by E.G. Joiner; Real Communication: Speaking a Living Language'' by A. Omaggio; The Strip Story: A Catalyst for Communication'' by R.E. Gibson; Developing Communication Skills Through Small Group Techniques'' by R.S. Disick; Real Communication Through Interview and Conversation Cards'' by T.M. Bonin and D.W. Birckbichler; Fusion of the Four Skills: A Technique for Facilitating Communicative Exchange'' by R.J. Elkins, T.B. Kalivoda, and G. Morain; The Self-Directed Dialogue: A Technique for Conversational Practice'' by E.G. Joiner; Skill-Using Activities in the Foreign Language Classroom'' by S.N.J. Zelson; and Personalizing Foreign Language Instruction'' by D.E. Wolfe and L.W. Howe. (SW)

ED 168 377 HE 010 920

Burn, Barbara B., Ed.

Admission to Medical Education in Ten Countries.

International Council for Educational Development, New York, N.Y.

Spons Agency-Volkswagen Foundation, Hanover (West Germany).

Pub Date-78

Note-165p.; For related documents see HE 010 921, HE 010 933, HE 010 935, HE 010 967

Available from-Interbook, Inc., 13 E. 16th St., New York, NY 10003

Pub Type- Collected Works - General (020) - Reports - Descriptive (141) - Books (010)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-*Access to Education, *Admission Criteria, *Comparative Education, *Competitive Selection, Equal Education, Females, *Foreign Countries, Foreign Students, Government Role, Health Occupations Education, Individual Characteristics, *Medical Education, *Medical Schools, Minority Groups, Personality, Socioeconomic Status, Womens Education

Identifiers-Australia, Canada, Denmark, Foreign Medical Graduates, France, Germany, Great Britain, Italy, Netherlands, Sweden, United States

As part of a study of access and admission to higher education in Germany and the United States, a group of papers on medical admissions in various countries was commissioned. The papers presented in this book reveal wide differences in admissions policies and procedures. Barbara Burn examines some of the major issues in a foreword: representation of socioeconomic strata and minorities, foreign student enrollment, access to medical education for women, human and personal qualities in admission, alternate careers for medical applicants, and the role of government. The situations in 10 countries are described in turn by specialists: Australia (R. R. Andrews); Canada (Barbara M. Ferrier, Ronald G. McAuley, Robin S. Roberts); Denmark (Jorgen Worm-Petersen); France (Pierre Pene and B. Antoine); Federal Republic of Germany (Hans E. Renschler); Italy (Gaetano M. Fara); The Netherlands (N. H. F. W. Wijnen); Sweden (Helmer Larsson); the United Kingdom (A. D. M. Greenfield); and the United States (John Z. Bowers). (MSE)

ED 168 396 HE 011 057

Kolstad, Andrew

Attrition from College: The Class of 1972 Two and One-Half Years After High School Graduation. National Longitudinal Study of the High School Class of 1972.

National Center for Education Statistics (DHEW), Washington, D.C.

Pub Date- 77

Note-10p.; May be marginally legible due to small print

Available from-National Center for Education Statistics, Washington, DC 20202

Pub Type- Numerical/Quantitative Data (110) - Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Attrition (Research Studies), *College Students, *Dropout Research, *Dropouts, Higher Education, Junior College Students, Minority Groups, Motivation, Persistence, *School Holding Power, *Student Characteristics, Student Employment

Some findings about attrition from two- and four-year colleges and universities are presented based on NCES's National Longitudinal Study of the High School Class of 1972. Attrition is generally defined as withdrawal from college without completing a degree; in this report, students who had attended courses in the first two years after high school but did not attend in fall 1974 are defined as withdrawn unless they had completed a two-year program. It is shown that after two years, the four-year institutions lost 23.5 percent of their entrants, which is a lower rate than most earlier studies reported, with estimates ranging from 21 to 46 percent. (However, the figures are not strictly comparable, since other studies usually measure attrition four years after entering college.) Among two-year college students, 39.3 percent withdrew without completing a degree, so two-year colleges clearly lost more students than four-year institutions did. Private schools and schools with higher than average test scores for entering students had lower attrition rates. The majority of students who worked full-time withdrew at nearly double the rate of those with a part-time job or no job at all. (Author/LBH)

ED 168 432 HE 011 137

Erdlen, John D. Sweet, Donald H.

Job Hunting for the College Graduate.

Pub Date-Jan 79
Note-210p.
Available from-D.C. Heath and Company, 125 Spring Street, Lexington, MA 02173 ($5.95)
Pub Type- Books (010) - Guides - Classroom - Learner (051) - Creative Works (030) ()

Document Not Available from EDRS.

Descriptors-*Career Opportunities, *College Graduates, *Employment Interviews, Employment Opportunities, Higher Education, Information Needs, *Job Applicants, *Job Search Methods, *Occupational Choice

The new or soon-to-be college graduate is provided in this book with the basic facts of the employment process and the system within which this process operates. A master plan is presented for effective representation of self on paper, during the interview, when deciding upon a job offer, and on the job. Guidelines are established for self-analysis to aid in determining career goals, and information is presented about where the jobs are. Concrete examples of the necessary written material such as resumes, interview forms, and data sheets are included. Different types of interviews are discussed, from the perspective both of the interviewee and the interviewer, and reference points for determining which offer finally to accept are offered. Through a question-and-answer format, information is presented on the most common and pertinent questions that professionals who work with job seekers are asked. Exhibits include: typical rejection letter, job qualifications form, biographical resume, functional or results-oriented resume, letter resume, personal data sheet, sample interview schedule, response letter to help-wanted advertisement, sample help-wanted advertisements (open and blind), sample job-inquiry letter, interview rating form, offer letters, position evaluation form, job appraisal form, and performance appraisal form. (SW)

ED 168 499 IR 006 989

DiSalvo, Joseph

Development of a Short Course to Stimulate the Use of On-Line Bibliographic Information Retrieval in the College Science Classroom. Final Report.

Indiana Univ. Northwest, Gary.
Spons Agency-National Science Foundation, Washington, D.C. Div. of Science Information.
Pub Date-Jul 76
Grant-SIS-7515329
Note-86p.; Some pages in the appendices may not reproduce clearly due to print quality of the original
Pub Type- Guides - Classroom - Teacher (052) - Reports - Research (143)
EDRS Price - MF01/PC04 Plus Postage.
Descriptors-*College Science, Course Content, Course Organization, Educational Resources, Followup Studies, *Information Retrieval, Instructional Materials, Instructional Staff, Letters (Correspondence), *On Line Systems, Research Projects, *Short Courses

This report describes the development and offering of a 4-day short course on the use of computer-based information resources in the college science classroom. The audience for the short course was university, junior college, and community college instructional personnel in the various science disciplines. Instructional units included a survey of important scientific bibliographic information files, experience with on-line retrieval systems, assessment of documented case histories where this concept had been applied in the college science classroom, and development of unique classroom applications of this concept by the course participants. The short course was presented at the four locations of the Central Circuit of the National Science Foundation/American Association for the Advancement of Science Chautauqua Short Course Programs to a total of 65 participants during the 1975-76 academic year. Included in the document are selected examples of interim follow-up and correspondence and three selected examples of short course participants' interim projects. (Author/JD)

ED 168 739 RC 011 023

Petersen, Anne C. And Others
The Self-Image of Rural Adolescent Girls.
Spons Agency-Michael Reese Hospital and Medical Center, Chicago, Ill.
Pub Date-Apr 78
Note-31p.; Best copy available
Pub Type- Reports - Research (143)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*Adolescents, Attitudes, *Community Size, Demography, Economic Disadvantagement, Family (Sociological Unit), *Females, Males, Regional Characteristics, Rural Environment, Rural Family, *Rural Urban Differences, *Rural Youth, *Self Concept, Self Concept Tests, Suburban Youth, Urban Environment, Urban Youth
Identifiers-Offer Self Image Questionnaire

The 1978 study, which was the first to use the Offer Self-Image Questionnaire (OSIQ) with rural youth, compared the self-image of rural and urban adolescent girls and sustained the hypothesis that adolescents in larger communities think more highly of themselves than adolescents in rural communities. Most previous studies, ambiguous with regard to the effect of race and socio-economic status on self-image, found age and sex to be significant factors. The OSIQ was administered to 127 randomly selected high school seniors of both sexes in a white, middle class, midwestern rural community in an economically depressed area. The 3-way analysis of results revealed that adolescent girls had a significantly poorer self-image than boys; younger girls had a poorer self-image than older girls; adolescent rural girls of all ages had a poorer self-image than their urban and suburban counterparts; and rural adolescents in general thought more poorly of themselves than urban adolescents. The striking generality of the results across scales is possibly explained by socio-economic environment and family role. Rural family atmosphere, often devoid of hope, accomplishment, and pride, could easily cause low self-esteem. The findings apparently imply similarities between rural and inner city youth. (SB)

ED 168 810 SE 025 402

Energy and Society: Investigations in Decision Making. Instructor's Manual.

Biological Sciences Curriculum Study, Boulder, Colo.
Spons Agency-Office of Education (DHEW), Washington, D.C.
Pub Date-77
Note-68p.; For related document, see SE 025 403
Available from-Hubbard Scientific Company, P.O. Box 104, Northbrook, Illinois 60062 ($7.00 for both)
Pub Type- Guides - Classroom - Teacher (052)
Document Not Available from EDRS.
Descriptors-Activities, *Activity Units, Curriculum Design, *Energy, Instructional Materials, *Lesson Plans, Objectives, Postsecondary Education, Science Course Improvement Project, *Senior High Schools, Sociocultural Patterns
Identifiers-*Biological Sciences Curriculum Study, *Energy Education

This is the teacher's guide for a BSCS energy education module designed for high school, college, or adult students. The module activities provide opportunities for students to acquire accurate information about energy, to identify and analyze their own attitudes and those of others, and to consider questions and concerns about energy related issues. Contents include: (1) Project History; (2) Rationale and Objectives; (3) Curriculum Components; (4) Administrative Arrangements; (5) Evaluation and Grading; (6) Facilitating Small and Large Group Discussions; (7) Instructional Strategies; and (8) Some Potential Problems and Solutions. Structured lesson plans are given for each day in the Instructional Strategies section. These lesson plans, which correspond to materials in the student handbook, include: (1) expected outcomes for each step in the lesson plan; (2) enabling objective; (3) activity type; (4) purpose/rationale; and of course (5) the steps or segments of the days' instructional strategy. Instructor's commentary is also provided in bold type where needed. Worksheets and an attitude survey are included for photocopying. (MR)

ED 168 316 FL 010 150

Wu, Julia Leong, Louise
Little May's Family (Siu Muih Dik Ga Tihng).
Los Angeles Unified School District, Calif.
Pub Date-73
Note-43p.; A cassette is available to accompany the text; For related document, see FL 010 164
Available from-Publications Unit, Los Angeles Unified School District, 450 N. Grand, Rm. G230, Los Angeles, California 90012
Language-Cantonese; English
Pub Type- Guides - Classroom - Learner (051) - Creative Works (030)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*Bilingual Education, *Cantonese, Chinese, *Chinese Culture, Cultural Awareness, Elementary Education, Ideography, Instructional Materials, *Language Instruction, *Reading Instruction, Reading Materials, *Second Language Learning, Uncommonly Taught Languages
Identifiers-*KEYS Project, Knowledge of English Yields Success Project

This bilingual-bicultural reader in Cantonese and English is intended for elementary school children in a bilingual education setting. Pen-and-ink drawings illustrate the story of a young Chinese girl's family and school activities. Each page of the text is written in Chinese characters, Romanized form, and in English. (NCR)

ED 168 452 HE 011 183

Kramer, Frank

Cooperative Education: Entrepreneurial Development by Colleges and Universities. A Case Study of Oakwood College, Huntsville, Alabama.

Phelps Stokes Fund, Washington, D.C.
Spons Agency-Economic Development Administration (DOC), Washington, D.C. Office of Technical Assistance.
Pub Date-Nov 77
Grant-DOC-99-06-09589
Note-51p.; For related documents see HE 011 182, HE 011 184
Available from-Phelps-Stokes Fund, Suite 1100, 1029 Vermont Avenue, NW, Washington, DC 20005
Pub Type- Reports - Descriptive (141)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-Apprenticeships, Bakery Industry, *Business, Business Skills, *Career Development, Colleges, College Stores, *Cooperative Education, Economic Opportunities, *Experiential Learning, Farm Management, Food Service Industry, Higher Education, Income, School Industry Relationship, *Student Employment, *Work Experience Programs
Identifiers-Economic Impact, *Oakwood College AL

The entrepreneurial development and experiential education environments of Oakwood College, Huntsville, Alabama, are described. The college-owned industries of the dairy, farm, garment and linen service, bakery, food manufacturing, convenience store, and snack bar are discussed in terms of markets and marketing, permissions and protections, management and business services, financial aspects, facilities and materials, and schedules and staffing. Steps in the planning, decision-making, and implementation of a business venture are outlined. The principal characteristics of experiential education, including forms of implementation, work arrangements and supervision, and outcomes, are discussed. It is concluded that the primary financial benefit to the college from the industries program results from the opportunities provided for student employment. The college enterprises also sell to the college and to outside markets, generating sales income. (SW)

ED 168 521 IR 007 021

Bhatia, Kanta, Comp.
Reference Sources on South Asia.
Pennsylvania Univ., Philadelphia. Inst. of South Asia Regional Studies.
Pub Date-78
Note-81p.; The index (pp.69-77) is of marginal legibility due to small size of type
Available from-University of Pennsylvania Bookstore, 3729 Locust Walk, Philadelphia, Pa. 19104 ($4.00)
Pub Type- Reference Materials - Bibliographies (131)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-Atlases, Catalogs, Dictionaries, Directories, Doctoral Theses, Encyclopedias, Films, Indexes (Locaters), *Information Sources, Maps, *Reference Materials, Statistical Data
Identifiers-*Asia (South)

Primarily a guide to the collections of the University of Pennsylvania Libraries, this bibliography lists titles of 671 reference sources on South Asia by type of reference, with geographic and subject subdivisions. The comprehensive list includes general bibliographies, bibliographies of bibliographies, national and special bibliographies, library catalogs, dissertations, periodical directories, indexes and abstracts, biographical information sources, dictionaries, encyclopedias, handbooks, general and statistical information, maps and atlases, and films. Most entries are for publications in English, but a few works in other European languages are included. Call numbers, annotations, and an author-title-subject index are provided. (Author/CWM)

Blaiwes, Arthur S. Weller, Dennis R.
A Computerized Evaluation and Training System (CETS) for Recruit Training Commands: An Overview. Final Report, for Period January 1977-September 1978.
Naval Training Equipment Center, Orlando, Fla. Human Factors Lab.
Spons Agency-Navy Personnel Research and Development Center, San Diego, Calif.
Report No.-NAVTRAEQUIPCEN-IH-307
Pub Date-Nov 78
Note-39p.
Pub Type- Reports - Evaluative (142)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Behavioral Science Research, *Computer Assisted Instruction, *Computer Managed Instruction, Human Relations, *Instructional Systems, *Leadership Training, Management Education, Military Training, Organizational Development, Performance Based Education, *Student Evaluation, Videotape Recordings

A synopsis is provided of a 6-year research and development effort to investigate the feasibility and desirability of using computer assistance to improve leadership and management practices at RTCs (Recruit Training Commands). Information has been derived on the suitability of two computer systems and various approaches for employing these systems in pursuit of the improvement goal. These approaches encompass instruction and performance evaluation for Company Commanders, as well as more general information acquisition and processing capability to assist in the management of RTCs. Some of these programs are ready for operational use, while others would require considerable development and testing prior to operational implementation. Samples of management and evaluation systems outputs are appended. (Author/CMV)

ED 168 625 JC 790 201

Tiedeman, David V. And Others

Building the Meaningful Vocation into Career. Perspectives on the Church and the Community College, Paper Number Fifteen.

United Ministries in Higher Education, Portland, Oreg.

Pub Date- 79

Note-48p.

Available from-United Ministries in Higher Education, 848 Pittock Block, Portland, Oregon 97205 ($1.50)

Pub Type- Opinion Papers (120)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-Career Awareness, *Career Choice, Career Development, Career Planning, Church Role, Community Colleges, Decision Making, *Individual Development, *Junior Colleges, Occupational Choice, *Religious Factors, *Self Actualization, Self Concept

The integration of religious and educational perspectives on career'' in a life work/career planning process would enable persons to exercise their talents, skills, and spirit through meaningful jobs. If career is understood to mean a course of continuing progress, then vocation becomes those meanings which a person makes or discovers throughout a lifetime of working and living. The vocation which a person must anticipate is not only a progression of occupations, it is also the way a person derives meaning repeatedly from non-occupational as well as occupational activity. The following topics are central to the clarification of the concept of vocation, (1) the swing from an occupational to a career psychology; (2) development of a decision-making framework with two aspects anticipation, which involves problem exploration, crystalization, choice, and clarification, and accommodation, whose stages are induction or initiation, reformation, and integration of self and group; (3) development of self awareness in decision making through I'' power and language; and (4) the concepts of intuition and evolution and their role in structuring reality. This model of vocation has implications for personal living as well as for the community colleges in their development of career guidance and educational programs. A bibliography is included. (Author/MB)

ED 168 663 JC 790 250

Knapp, Michael S.

Factors Contributing to the Development of Institutional Research and Planning Units in Community Colleges: A Review of the Empirical Evidence.

Pub Date-Apr 79
Note-18p.; Paper presented at the Annual Meeting of the American Educational Research Association Special Interest Group on Community and Junior College Research (San Francisco, California, April 8-12, 1979)
Pub Type- Speeches/Meeting Papers (150) - Information Analysis (070) ()
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Bibliographies, *College Administration, Community Colleges, Institutional Characteristics, *Institutional Research, *Junior Colleges, *Program Development, *Research Directors, Research Utilization, School Size

This paper reviews the empirical literature regarding factors associated with the development of Institutional Research (IR) offices in community colleges. The IR office is defined as any organizational unit which has at least one half-time staff member given responsibility for the synthesis and reporting of institutional data, is visibly identified with this responsibility through job description and title, and displays visible products indicating some data handling. Three kinds of descriptive research are considered which demonstrate important factors associated with IR office development: brief case descriptions, national and state-wide surveys, and focused interview studies. A synthesis of this literature reveals that: (1) IR offices have been established in increasing proportions; (2) IR offices seem to operate on a slim proportion of institutional resources, in no case exceeding 1% of total operating budgets; (3) such offices are created by and for top administrators; (4) they require administrative support to be maintained; (5) staff of IR offices are typically small; (6) reporting relationships have been maintained primarily with institutional chief administrators; (7) institutional size appears to be related to the existence of an IR office; (8) various conditions conducive to IR office development can be identified; and (9) IR offices can have considerable room to maneuver. A bibliography is included. (MB)

ED 168 683 PS 010 393

Cathey-Calvert, Carolyn
Sexism on Sesame Street: Outdated Concepts in a Progressive'' Program.
KNOW, Inc., Pittsburgh, Pa.
Note-15p.
Pub Type- Reports - Research (143)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Childrens Television, Content Analysis, *Educational Television, Research, Sex Role, *Sex Stereotypes, Television Research
Identifiers-*Sesame Street

Sesame Street programs are perpetuating the subjugated role of females by presenting a picture of male-dominated society while portraying females in roles of following, cleaning, mothering and imitating, and as being of limited intelligence, subservient and passive. Analysis of a randomly chosen Sesame Street program (#189) shows how the series perpetuates the stereotyped, subjugated role of the female. In the program only males do enjoyable or important things. They appear more than twice as often as females and dominate the audio track of the program. Further analysis reveals that males are shown to be interested in and capable of intelligent, intellectual thinking, problem-solving, logical reasoning, and decision-making. Women are portrayed as lacking information, concerned simply with the mechanics of mundane activities (in the kitchen) and not with abstractions. Inspection of dialogue illuminates instances of male competency/dominance and female insufficiency/subordination. Most objectionably, in one scene the female is portrayed as physically more weak than the male to whom she must desperately cling. The male is portrayed as calm, strong and unconcerned with the difficulty of the female while something more important occupies his mind. Concepts such as these are harmful to teach children. Sesame Street success in the non-stereotyped portrayal of minorities must be extended to their portrayals of women. (Author/RH)

ED 168 703 PS 010 471

Wood, Carolyn M.

Assessment of Selected Outcomes of Open Education in an Elementary School.

Pub Date-Mar 78
Note-17p.
Pub Type- Reports - Evaluative (142) - Reports - Research (143)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Academic Achievement, Achievement Rating, Attitude Tests, *Childhood Attitudes, *Cognitive Ability, Comparative Analysis, Educational Research, Elementary Education, *Elementary School Students, Environmental Influences, Locus of Control, *Open Education, Open Plan Schools, School Attitudes, School Environment, Student Attitudes, *Traditional Schools
Identifiers-*Maryland

This study compares an open space elementary school and a traditional school in Harford County, Maryland, in terms of cognitive and non-cognitive student outcomes. In order to assess whether there were differences in instructional climate (open vs. traditional) between the two schools, the Walberg and Thomas Teacher Questionnaire was administered to 27 teachers in the open school and 20 teachers in the traditional (control) school as an index of the teachers' opinions and practices. The results supported anticipated differences in instructional climate between the open and control schools. The subjects of the study were 127 third grade students (65 open, 62 control) and 139 fifth grade students (81 open, 58 control). The subjects were tested on achievement (the Iowa Tests of Basic Skills) and abstracts or fluid intelligence (the Cognitive Abilities Test Nonverbal Battery). Two measures of students' attitudes were also employed: (1) the Intellectual Achievement Responsibility Scale, as an index of locus of control in the classroom, and (2) the School Sentiment Index, as a measure of attitudes toward the school environment. There was no unequivocal evidence for the superiority of open education in all areas of student achievement, although fifth grade open school students did significantly better than control students in the language arts. The results of the attitudinal measures were mixed and limited by sample size, but a significant sex by environment interaction emerged at grade five. In grade five, girls at the open school were more positive in their attitudes toward school than girls at the traditional school, whereas boys were more positive in the traditional school than in the open school. Three tables summarize the results. (Author/BH)

ED 168 757 RC 011 214

Davis, Benjamin G.
A Study for the State of Arkansas to Define Movement Patterns of Migrant Students.
Lewis (D. A.) Associates, Inc., Clinton, Md.
Spons Agency-Office of Education (DHEW), Washington, D.C.

Pub Date-Feb 79
Note-72p.; Parts may be marginally legible due to small print
Pub Type- Guides - Non-Classroom (055) - Information Analysis (070)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-Comparative Analysis, Elementary Secondary Education, Enrollment, *Migrant Children, *Migrant Education, Migrants, *Migration Patterns, *Relocation, *Student Mobility
Identifiers-Arkansas

In 1978 the Arkansas Migrant Education Program provided educational, health, nutritional and social services to some 10,000 migrant students. Using the Migrant Student Record Transfer System, a study was conducted to determine the dimensions of the flow of migrant children to and from other states month by month, the principal movement patterns, and the extent of intrastate movement. In 1978, 5,189 migrant students entered Arkansas and 4,404 departed. Two Texas counties, Hidalgo and Cameron, accounted for more than half of all entries and departures, and the states of Texas, Michigan, Ohio, Florida and Indiana accounted for approximately 95% of the interstate movement. Almost 42% of all students entering were at the secondary level, a figure significantly larger than typically found in other states. Although migrant students moved 9,961 times within the state in 1978, the average number of movements was relatively low, with over half of the students moving only one time during the year and over 3,000 showing no movement. Over 90% of the intrastate moves were within the individual counties. Among the recommendations for improving the program was a review of secondary education to determine the reasons for its success and dissemination of that information to other states. This document uses many charts and maps to present study data on numbers, destinations, origins, grade levels, monthly breakdowns, and flow patterns of migrant students. (DS)

ED 168 294 FL 009 304

Walsh, Marie Andre

The Development of a Rationale for a Program to Prepare Teachers for Spanish-Speaking Children in the Bilingual-Bicultural Elementary School.

Pub Date-76

Note-91p.

Available from-R & E Research Associates, Inc. 4843 Mission Street, San Francisco, California 94112 ($8.00)

Pub Type- Reports - Descriptive (141) - Opinion Papers (120)

Document Not Available from EDRS.

Descriptors-Biculturalism, *Bilingual Education, *Bilingualism, *Bilingual Teachers, Elementary Education, Elementary School Students, Elementary School Teachers, *Mexican Americans, Multicultural Education, Performance Based Teacher Education, *Spanish Speaking, *Teacher Education

This book sketches the educational history of Mexican Americans and describes bilingual education as one way they can draw on their heritage and teach in bilingual elementary schools. Chapters are devoted to: (1) the profile of depressed educational achievement of the Mexican American and its attendant circumstances; (2) the bilingual school as a possible solution to the problem; (3) identification of the special competencies needed by the teacher in the bilingual-bicultural elementary school; (4) statement of a rationale; (5) the nature of performance-based education and its implications for program design; (6) a response to the basic issues the St. Edward's Program for the preparation of teachers for Spanish-speaking children in the bilingual-bicultural elementary school in Texas; and (7) conclusions and suggestions for further research. Tabular information, graphs, and a bibliography are included as is an appendix describing a bilingual teacher education conference at St. Edward's University. (EJS)

ED 168 414 HE 011 115

Nomejko, Irene M.
Tuitions and Required Fees at N.J. Colleges and Universities for Academic Year 1978-79. Research Note 79-1.
New Jersey State Dept. of Higher Education, Trenton. Office of Research.
Pub Date-Jan 79
Note-27p.
Available from-New Jersey Department of Higher Education, Office of Research, Trenton, NJ
Pub Type- Numerical/Quantitative Data (110) - Reports - Research (143) - Information Analysis (070)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Community Colleges, *Fees, Graduate Study, *Higher Education, Junior Colleges, Part Time Students, *Private Colleges, *State Colleges, State Universities, Student Costs, *Tuition, Undergraduate Study
Identifiers-*New Jersey, Private Higher Education, Public Higher Education

Statistical data are presented on tuitions and required fees at New Jersey colleges and universities for academic year 1978-79. Full-time undergraduate tuitions and required fees are provided for two-year, four-year public, and four-year independent colleges, and full-time graduate tuitions and required fees are provided for public, independent, and professional colleges. Similar information is provided for part-time undergraduate and graduate tuitions and required fees. Data are also provided on average tuition and fees by sector for academic years 1977-78 and 1978-79. The average tuition for the community colleges is based on in-county tuition'' data, and the average tuition for all other colleges is based on in-state tuition'' data. New Jersey's average increases in undergraduate tuitions and fees are also compared with national data. (SW)

ED 168 473 IR 006 960

Frankie, Suzanne, Comp.

ARL Annual Salary Survey, 1977-1978.

Association of Research Libraries, Washington, D.C.
Pub Date-Nov 78
Note-40p.; For related documents, see ED 129 226, 138 310 and 148 348
Pub Type- Numerical/Quantitative Data (110)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Academic Libraries, *Librarians, Library Surveys, Minority Groups, *Personnel Data, *Research Libraries, *Salaries, Sex Discrimination, Statistical Analysis

This survey includes tabulations of median and beginning professional salaries for the year for budgeted positions in all Association of Research Libraries (ARL) member libraries and supplementary tables listing average salaries for filled positions in ARL's academic libraries, displayed by position, sex, minority group membership, and geographic location, size, and type of institution. Year end figures show a 28 percent increase in purchasing power during the year, indicating that librarians did little more than break even. Although there are almost twice as many women as men employed by ARL member libraries in professional positions, the imbalances in the distribution of staff by sex and position favor men at top administrative levels and women as department heads. Average salaries for men are higher than for women in the majority of categories, including minority librarians. Public institutions pay higher salaries than private institutions and, with a few exceptions, bigger libraries pay more. Generally, librarians in the Pacific region earn most, while those in the East South Central region earn least. Footnotes are included. (CWM)

ED 168 542 IR 007 068

Greenfield, Concetta C. Serain, Daniel

Machine-Aided Translation: From Terminology Banks to Interactive Translation Systems.

Carnegie-Mellon Univ., Pittsburgh, Pa. Dept. of Computer Science.; Institut de Recherche en Informatique et Automatique, Paris (France).

Pub Date-77

Note-84p.; Appendix II not included due to illegibility

Language-English; French

Pub Type- Information Analysis (070)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors-Artificial Intelligence, Data Bases, Data Collection, Dictionaries, *Information Networks, *Language Classification, *Language Processing, *Machine Translation, Man Machine Systems, Programing Languages, *Programing Problems, Subject Index Terms, Telecommunication

The rapid growth of the need for technical translations in recent years has led specialists to utilize computer technology to improve the efficiency and quality of translation. The two approaches considered were automatic translation and terminology banks. Since the results of fully automatic translation were considered unsatisfactory by various reports, significant efforts were made to construct automatized terminology banks. A critical comparison of the main existing banks suggests that these banks are the first step toward interactive translation systems. Exchange problems in networks of banks and terminological cooperation between international organizations will necessitate standardization of terms, symbols, and definitions. It is proposed that automatized terminology banks be designed from a different viewpoint by making greater use of well known techniques in computer systems and artificial intelligence, based on evaluation of present and future developmental issues in data base organization, translation research, interactive translation systems, and man-computer communication. (Author/CWM)

ED 168 584 IR 007 136

Drug Abuse Prevention Films: A Multicultural Film Catalog.

Development Associates, Inc., Arlington, Va.
Spons Agency-National Inst. on Drug Abuse (DHEW/PHS), Rockville, Md. Div. of Resource Development.
Report No.-DHEW-ADM-79-791
Pub Date-78
Contract-271-77-4523
Note-58p.
Pub Type- Reference Materials - Bibliographies (131)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-*Audiovisual Aids, Drug Abuse, *Drug Education, Films, *Minority Groups, *Personal Adjustment, *Personal Growth, Prevention

This multicultural annotated filmography lists films reviewed and recommended by the Center for Multicultural Awareness. Films included not only deal with drugs or drug use, but also with the cultural and personal conflicts that can lead to problems with drugs. Each film is listed under one or more of nine categories drugs, cultural values, personal values, life skills, alternatives, cross-cultural awareness, parent education, films in Spanish, and staff training. Included in each citation are title, distributor, length, configuration, purchase or rental price, intended audience, and a brief summary. A list of other film sources, the distributors and their addresses, other films reviewed, and a user comment form are appended. (JVP)

ED 168 606 IR 007 259

McKee, Elizabeth Chadbourn
Vocational and Educational Guidance Material. Bibliographic Series No. 38.
Arkansas Univ., Fayetteville. Mullins Library.
Pub Date-78
Note-13p.
Pub Type- Reference Materials - Bibliographies (131) - Collected Works - Serials (022)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Educational Counseling, Higher Education, *Library Materials, *Occupational Guidance, *Reference Materials, University Libraries

Selected information sources on vocational and educational guidance material held by the Arkansas University library are listed. Organized by topic, they include information on U.S. colleges and universities, continuing education, financial aid, graduate or professional study, selected guides to study in individual fields, job resumes and employment guides, junior and community colleges, occupational information, private schools, special education and alternative education, salaries, study abroad, summer employment, and vocational and technical schools. Directories, catalogs, handbooks, and guides are included. Most items include library holdings and call number, a few being annotated. (MBR)

ED 168 775 RC 011 254

Vinson, Elizabeth A.
The Rural Stake in Public Assistance.
National Rural Center, Washington, D.C.
Spons Agency-Ford Foundation, New York, N.Y.
Pub Date-Dec 78
Note-182p.; Not available in hard copy due to publisher's preference
Pub Type- Numerical/Quantitative Data (110) () - Reports - Research (143)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-Academic Achievement, Agency Role, *Community Programs, Demography, *Economically Disadvantaged, Economic Disadvantagement, Employment Patterns, *Federal Programs, Rural Areas, *Rural Population, Rural Urban Differences, *State Programs, Urban Areas, *Welfare, Welfare Agencies, Welfare Recipients
Identifiers-AFDC Programs, Food Stamp Program, General Assistance Programs, Nonmetropolitan Areas, Supplemental Security Income Program

The study directs attention away from urban poverty to the nation's rural poor and how they are served by five public assistance programs: Aid to Families with Dependent Children (AFDC) and its Unemployed Fathers Component (AFDC-UF), Supplementary Security Income (SSI), Food Stamps (FS), and General Assistance. The 41% of the nation's poor who live in rural areas are older, more disabled, less educated, more likely to be employed and live in husband-wife households, and less likely to receive income from public assistance than their urban couterparts. Twenty-five states house 83% of the rural poor in or near small towns. In 20 of those states, most public assistance programs examined serve the rural poor less adequately and equitably than their urban counterparts. The public assistance programs in states which have more than 1/3 of their total population in rural areas tend to be characterized by low benefits, underparticipation, and limited coverage. Public assistance policy should be as much a rural as an urban issue. There should be a minimum floor for AFDC benefits and separate FS bonuses should be continued. The federal government should mandate AFDC-UF benefits for 2-parent families and design financial incentives to stimulate expansion of general assistance programs. (SB)

ED 168 792 RC 011 274

Ford, Thomas R., Ed.
Rural U.S.A.: Persistence and Change.
Pub Date-78
Note-255p.
Available from-Iowa State University Press, South State Avenue, Ames, Iowa 50010 (1345-0; $9.95)
Pub Type- Historical Materials (060) - Reports - Research (143)
Document Not Available from EDRS.
Descriptors-Beliefs, Community Agencies (Public), Community Change, *Cultural Factors, Demography, Economic Disadvantagement, Ethnic Groups, Females, *Futures (of Society), Industrialization, Land Use, Local Government, Minority Groups, *Rural Areas, *Rural Environment, *Rural Population, Rural to Urban Migration, Rural Urban Differences, *Social Change, Social Organizations, Values
Identifiers-*Change

In 1974 the Rural Sociological Society commissioned a survey on changes that were occuring in different segments of rural society in the United States; information from that survey is presented in the volume of readings. Using an ecological perspective as the analytic framework, the readings focus on the adaption of humans to their environment a process carried out largely by means of culture. Parts One through Three present a general overview and discussion of the rural environment and population with chapters entitled Contemporary Rural America: Persistence and Change,'' The Rural Environment, Quality and Conflicts in Land Use,'' People on the Land,'' and The Changing Character of the Nonmetropolitan Population: 1950-75.'' Parts Four through Six discuss human cultural response to rural environments; Part Four deals with technological systems with a chapter titled Rural Social Organization: Implications of Technology and Industry.'' Part Five discusses the values and beliefs of rural people, and Part Six describes aspects of social organization with five chapters treating rural community change, rural government and local public services, ethnic minorities and their adaptive response to inequality, new rules for rural women, and rural poverty. The final portion of the book focuses on the future with two articles on Public Policy and Rural Social Change'' and Alternative Futures for Rural America: The Cloudy Crystal Ball.'' (DS)

LeBlanc, John F.

Mathematical Problem Solving Project Technical Report I: Documents Related to a Problem-Solving Model. Part C: You Can Teach Problem Solving. Final Report.

Indiana Univ., Bloomington. Mathematics Education Development Center.
Spons Agency-National Science Foundation, Washington, D.C.
Pub Date-May 77
Grant-NSF-PES-74-15045
Note-16p.; For related documents, see SE 026 911-934
Pub Type- Reports - Research (143)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Elementary Education, *Elementary School Mathematics, *Instruction, *Learning Activities, *Mathematics Education, *Problem Solving, *Teaching Techniques
Identifiers-*Mathematical Problem Solving Project

Four procedures are stated which are inherent in problem solving: (1) understanding the problem; (2) planning to solve the problem; (3) solving the problem; and (4) reviewing the problem and the solution. Each of the four procedures is illustrated using problems appropriate for elementary school children. These illustrations are accompanied by some guidelines and instructional moves which can be used to help children in their problem solving. Two different problems are used: (1) a typical textbook problem; and (2) a process problem. (MP)

ED 168 433 HE 011 138

Smith, David C.

The First Century: A History of the University of Maine, 1865-1965.

Pub Date-79

Note-313p.

Available from-University of Maine at Orono Press, Raymond H. Fogler Library, Orono, ME 04473 ($15.00)

Pub Type- Historical Materials (060) - Books (010)

Document Not Available from EDRS.

Descriptors-Athletics, Cocurricular Activities, College Environment, *Educational History, Fraternities, Higher Education, Historical Reviews, *Institutional Administration, *Land Grant Universities, Photographs, Political Influences, Social Influences, Social Life, *State Universities, *Student College Relationship, United States History

Identifiers-*Institutional History, *University of Maine

The focus in this history of the University of Maine's first century is on the problems facing administrators and trustees in keeping the institution alive and growing in an environment both politically and socially hostile to public higher education. The establishment and growth of the early university are described, and special periods in its history are given particular attention: the two world wars and the depression. The inner life of the university is also considered, and student life is portrayed from the spartan existence of the early days to the more elaborate patterns of the 1950's and 1960's. Social life, fraternities, and athletics are included. Documentation includes many photographs and other illustrations from the university archives. (MSE)

ED 168 500 IR 006 990

Auster, Ethel Lawton, Stephen B.

The Educational Information System for Ontario. Summary of Final Report.

Ontario Inst. for Studies in Education, Toronto.
Spons Agency-Ontario Dept. of Education, Toronto.
Pub Date-78
Note-26p.; For related documents, see IR 006 633-636 and IR 006 991
Pub Type- Reports - Descriptive (141)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Background, Diagrams, Evaluation, Models, *On Line Systems, *Research Projects, Systems Approach, Tables (Data), User Satisfaction (Information)
Identifiers-*Educational Information System for Ontario, *Ontario, Question Negotiation, User Characteristics

This report summarizes the findings of the EISO project, which was funded in 1975 to develop, evaluate, and analyze an information dissemination system based upon computerized retrieval of bibliographies. With much of the research component completed, the service component is operational, providing Ontario educators with online bibliographic references in education and the social sciences and with access to original documents. Findings of the report are reviewed in four areas: (1) It identifies EISO users over the past three years, presents their reasons for seeking information, provides analyses of how information they received impacted upon their local situations, and identifies factors that contributed to the use or non-use of information received. (2) It describes factors affecting interview effectiveness in online bibliographic retrieval, outlines a 5-stage pattern or structure in negotiation, discusses the use of open and closed questions and the part role and status play in interview relationships, and develops a preliminary model of the negotiation process. (3) It discusses a systems evaluation model of user satisfaction with EISO. (4) And it reviews the current status of EISO the result of research, development, dissemination, and evaluation. (JD)

ED 168 644 JC 790 226

Wenckowski, Charlene

High School Juniors: Their Career Aspirations, Educational Plans, and Perceptions of Howard Community College.

Howard Community Coll., Columbia, Md.
Pub Date-Dec 78
Note-120p.; Some charts may be marginally legible
Pub Type- Reports - Research (143)
EDRS Price - MF01/PC05 Plus Postage.
Descriptors-Academic Aspiration, College Bound Students, *College Choice, Community Colleges, Females, *High School Students, *Institutional Research, *Junior Colleges, Males, *Occupational Choice, Student Attitudes, Student Characteristics, *Student Recruitment
Identifiers-*Student Objectives

In order to be able to more effectively serve the Howard County high school graduate, Howard Community College (HCC) surveyed high school juniors in spring 1978 as to their career interests and educational plans, their attitudes toward the college and its recruitment efforts, and their reading and listening habits (for advertising purposes). Responses to the survey came from 1,119 students or 61%. Some of the findings include the following: (1) nearly all career interests of juniors could be accommodated through HCC major programs; (2) 10% of the students planning college attendance planned to attend HCC; (3) students were dissatisfied with the variety of courses and programs at HCC; (4) students' attitudes toward the college were moderately positive; and (5) college recruitment efforts were inconsistent and inadequate around the county. Recommendations to improve attitudes, recruitment efforts, and the college's success in enrolling recent high school graduates are included in this report. Appendices contain the survey instrument, and attitudinal response items tabled by specific high schools, sex, HCC attendance plans, and adequacy of recruitment information rated by high schools. (Author/MB)

ED 168 722 PS 010 492

Phyfe-Perkins, Elizabeth
Children's Behavior in Pre-School Settings: A Review of Research Concerning the Influence of the Physical Environment.
Pub Date-Apr 79
Note-56p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, California, April 8-12, 1979)
Pub Type- Information Analysis (070) - Opinion Papers (120) - Speeches/Meeting Papers (150)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-*Behavior, *Classroom Materials, Early Childhood Education, Ecological Factors, Educational Principles, Educational Research, *Environmental Influences, Play, *Preschool Children, *School Space, Space Utilization
Identifiers-*Proxemics

This review provides an overview of research relating the physical environment of the early childhood educational setting to children's behavior. Findings on space in relation to fixed and semi-fixed features (partitions, playground equipment, furnishings); spatial density; the arrangement of equipment and the division of space; the amount, variety, type and display of materials; holding power, children's attention span and social value of materials; the variety and complexity of materials in relation to an overall index of space quality; ecological studies of materials and other classroom variables; and the effect of activity settings are pointed out. Implications for practice are indicated. Main findings on the effects of materials provided to children in early childhood settings are summarized. The following principles have been extracted from the review: (1) space must be analyzed in terms of whether it provides for a full range of children's behavior; (2) systematic observation of children at play in the educational setting is crucial to an analysis of the environment; (3) there can be no one set of prescriptions for the optimal arrangement of space in early childhood settings; (4) in addition to space and materials, teacher behavior and program format constitute major variables in the early educational setting; (5) in preschool design, interrelationships among activity settings should be considered; and (6) planning to enhance child-environment involves a study of the ecology of the preschool. (Author/RH)

Lindborg, Kristina Ovando, Carlos J.

Five Mexican-American Women in Transition: A Case Study of Migrants in the Midwest.

Pub Date-77
Note-112p.
Available from-R & E Research Associates, Inc., 4843 Mission Street, San Francisco, California 94112 (CN001516; $8.00)
Pub Type- Reports - Research (143) - Opinion Papers (120)

Document Not Available from EDRS.

Descriptors-*Attitudes, Case Studies, Childhood, Cultural Background, Cultural Traits, Decision Making, Education, Family Life, Family Relationship, *Females, Feminism, Individual Development, *Mexican Americans, *Migrants, Mothers, *Role Perception, *Sex Role, Sex Stereotypes, Socioeconomic Influences, Values

Focusing on four Mexican American women from migrant farmworker backgrounds and one woman recently immigrated from Mexico, the study explored the attitudes and experiences of the Mexican American culture considered important by Mexican American migrant women themselves. Extensive open-ended interviews, conducted mostly in the women's homes, were used to gather data on such aspects of life as courtship, love, marriage, motherhood, women's rights, and education. Through these autobiographical case studies, data about key aspects of Mexican American womanhood were revealed with an effort to identify differences between ideals and reality and how the women dealt with cultural contradictions: (1) growing up early adult responsibility conflicting with strong parent protection of weak'' female; (2) symbolic events, i.e., fifteenth birthday party and church wedding; (3) machismo and the double standard women did not view themselves as helpless victims; (4) motherhood basic to womanhood but belonging within viable family unit, mother as a change agent via education of children; (5) decision making and economic concerns; (6) women's roles and impression management; (7) ethnic identity and socioeconomic structures. Educational implications stressed nontraditional approaches, bilingual/bicultural education, and awareness of diversity within a culture. (RS)

ED 168 811 SE 025 403

Energy and Society: Investigations in Decision Making. Biological Sciences Curriculum Study, Boulder, Colo.
Spons Agency-Office of Education (DHEW), Washington, D.C.
Pub Date-77
Note-115p.; For related document, see SE 025 402
Available from-Hubbard Scientific Company, P.O. Box 104, Northbrook, IL 60062 ($7.00 for both)
Pub Type- Guides - Classroom - Learner (051)
Document Not Available from EDRS.
Descriptors-Activity Units, *Energy, *Environmental Education, *Instructional Materials, Interdisciplinary Approach, *Postsecondary Education, *Reading Materials, Science Course Improvement Project, *Senior High Schools, Short Courses
Identifiers-*Energy Education

This publication is the student handbook for a BSCS energy education module designed for high school, college, and adult students. It is designed to provide students with information about energy that will help them make decisions as citizens. Basically, this document is a text to supplement the activities and lesson plans in the teacher's guide. Chapter titles are: (1) Getting Started; (2) Identifying and Researching Energy Questions; (3) Techniques for Gathering Information; (4) Analyzing and Interpreting Data; (5) Energy Resources; (6) Energy Uses; (7) Physical Laws; (8) Politics and the Law; (9) Environmental Impact; (10) Economics: Public and Private; (11) Attitudes and Feelings; (12) Health and Safety; (13) Design and Technology; (14) Valuing and Decision Making; and (15) Possible Energy Futures. Most of the pictures and illustrations are black and white. Some sections provide remedial or review information such as a section on simple calculations with large numbers in scientific form. (MR)

ED 168 317 FL 010 151

Useful Phrases in English: Cantonese. Language SOS.
Los Angeles Unified School District, Calif.
Pub Date-74
Note-25p.; A cassette is available to accompany the text.
Available from-Publications Unit, Los Angeles Unified School District, 450 N. Grand, Rm. G230, Los Angeles, California 90012
Language-Cantonese; English
Pub Type- Guides - Classroom - Learner (051) - Reference Materials - Vocabularies/Classifications (134)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Basic Skills, *Cantonese, *Chinese, Grammar, *Language Instruction, *Pronunciation Instruction, *Second Language Learning, Sentences, Uncommonly Taught Languages, *Vocabulary
Identifiers-*KEYS Project, Knowledge of English Yields Success Project, Phrase Book

This English-Cantonese phrase book is designed for the English speaking person learning Cantonese. The useful phrases and vocabulary words are divided into eleven sections: basic needs and safety; greetings and amenities; getting acquainted; directions and classroom articles; calendar, numbers, and time; subjects; shapes, sizes, and colors; body parts and body actions; spatial relations and relative terms; family; and community. In each section the entries include the English phrase and the Cantonese translation. A pronunciation guide to Romanized Cantonese is appended. (NCR)

ED 168 338 FL 010 178

Evans, Angela Giordano

Overview of Federal Bilingual Education Programs and Participants. Report No. 78-234-EPW.

Library of Congress, Washington, D.C. Congressional Research Service.

Pub Date-Nov 78

Note-114p.; Some tables may be difficult to read due to small type size.

Pub Type- Reports - Descriptive (141)

EDRS Price - MF01/PC05 Plus Postage.

Descriptors-Adult Education, *Bilingual Education, Bilingual Schools, Bilingual Students, Educational Policy, English (Second Language), Federal Aid, *Federal Legislation, *Federal Programs, *Language Instruction, Language Programs, Migrant Education, *Spanish Speaking, *State Programs, Student Characteristics

Major federal bilingual education programs are described, and data are presented to show the nature and extent of bilingual education activities. The report attempts to present the current estimates of the number of limited English-speaking persons who may require bilingual education and some demographic characteristics of these persons. State efforts in programs for the limited English-speaking are briefly summarized, and major court cases relating to bilingual education are listed. The following federally supported programs that contain bilingual education activities are covered: Emergency School Aid, Bilingual Vocational Training, Public Library Services, Right to Read National Reading Improvement Programs, Special Programs for Students from Disadvantaged Backgrounds, Strengthening Developing Institutions Programs, Adult Education, Migrant Education, Follow Through, and Indian Education. Additionally, Title VII of the Elementary and Secondary Education Act and other legislation are described. (SW)

ED 168 358 FL 010 215

Abraham, Roberta

The Nature of Cognitive Style and Its Importance to the Foreign Language Teacher.

Pub Date-78
Note-34p.
Pub Type- Information Analysis (070)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*Behavioral Science Research, *Cognitive Development, Cognitive Processes, *Cognitive Style, Conceptual Schemes, Educational Research, Language Instruction, *Language Research, Learning Processes, *Learning Theories, *Second Language Learning

A brief review of the history of cognitive style research and a summary of definitions and terminology used by investigators in the area are presented. Most of the research on cognitive style has been motivated by work from three major groups: Witkin and associates; Holzman, Gardner, and associates; and Kagan and associates. Various definitions of cognitive style have been reworked from the ideas of these three groups, and there are a number of terms which are used more or less synonymously with the term cognitive style'': learning style,'' conceptual style,'' cognitive strategy,'' learning strategy,'' mode of information processing,'' and cognitive control principle.'' Some authors distinguish among some of these terms. Cognitive styles are traits of an individual distinct from intelligence and other abilities. Differences between cognitive styles and abilities mentioned by Messick (1976b) are presented. Some of the dimensions of cognitive styles that have been proposed are presented in three models: the Messick model, the McKenney model, and the Hill model. The following topics are also addressed: origins of cognitive style, modification of cognitive style, modification of learning environment, and cognitive style and research in foreign language learning. (SW)

ED 168 378 HE 010 921

Teichler, Ulrich
Admission to Higher Education in the United States. A German Critique.
International Council for Educational Development, New York, N.Y.
Spons Agency-Volkswagen Foundation, Hanover (West Germany).
Pub Date-78
Note-144p.; For related documents see HE 010 920, HE 010 933, HE 010 935, HE 010 967
Available from-Interbook, Inc., 13 E. 16th St., New York, NY 10003
Pub Type- Books (010) - Opinion Papers (120)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-*Access to Education, Admission Criteria, *College Admission, *College Entrance Examinations, Comparative Education, Competitive Selection, *Equal Education, *Higher Education, Objective Tests, *Open Enrollment, Undergraduate Study
Identifiers-*United States

As part of a study of access and admission to higher education in Germany and the United States, a German specialist was invited to critique the American system of access to higher education, especially admission testing and open admission. The author's objective is to present selected problems related to objective testing within the framework of admission to higher education and to open admissions in the U.S., and to interpret these problems in the context of German experiences. Of primary concern is admission to undergraduate study; graduate and professional education receive only limited consideration. It is suggested that while objective tests have a certain usefulness whenever the criteria for judging achievement in the schools vary widely and the higher education system is hierarchical, tests play a role in the U.S. greater than can be explained on this basis. From one point of view it is argued that objective testing can be eliminated in the U.S. Three thematic issues in open admissions are addressed: the limits of openness; the coexistence of open and selective admissions, and the problems it creates; and procedures in open admissions. A bibliography is included. (MSE)

ED 168 397 HE 011 067

Dumpson, James R. And Others

Toward Education for Effective Social Welfare Administrative Practice.

Council on Social Work Education, New York, N.Y.

Spons Agency-Sears, Roebuck and Co., Chicago, Ill.

Pub Date-78

Note-53p.; May be marginally legible due to small print

Available from-Council on Social Work Education, 345 West 46th Street, New York, NY 10017

Pub Type- Reports - Evaluative (142) - Information Analysis (070)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-*Administrative Principles, Curriculum Development, *Graduate Study, Higher Education, *Institutional Administration, *Program Administration, Social Welfare, *Social Work

Identifiers-*Council on Social Work Education

An investigation of the feasibility of a project designed to improve the effectiveness of social welfare administration is described. The study sought to determine what action might be taken for the development and implementation of curricula in social service management at interested graduate schools of social work. Literature in the field was surveyed to obtain an overview of current issues in administration and management, and a nationwide mail survey of all graduate schools of social work accredited by the Council on Social Work Education was undertaken to secure current statistical data descriptive of graduate social work education for administrative practice. Interviews were held with members of faculties in schools of social work with established concentrations in administration. In addition, information was obtained from schools of business administration, particularly those in universities without a school of social work, but that indicated a commitment to preparation of personnel for effective management in the fields of human services. A review was also made of activities underway at the Council on Social Work Education in the area of administration, and consultations were held with the executive director and his staff. Information is presented on dual degree programs, doctoral degree programs, student characteristics, employment, recruitment, faculty, grant support, interdepartmental study, and administration specialization courses. Priority needs, recommendations, and implications for future action based on reactions of four individuals are presented. (SW)

ED 168 453 HE 011 184

Kramer, Frank

Cooperative Education: Entrepreneurial Development by Colleges and Universities. A Case Study of Berea College, Berea, Kentucky.

Phelps Stokes Fund, Washington, D.C.

Spons Agency-Economic Development Administration (DOC), Washington, D.C. Office of Technical Assistance.

Pub Date-Dec 77

Grant-DOC-99-06-09589

Note-62p.; For related documents see HE 011 182-183

Available from-Phelps-Stokes Fund, Suite 1100, 1029 Vermont Avenue, NW, Washington, DC 20005

Pub Type- Reports - Descriptive (141)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors-Apprenticeships, *Business, Business Skills, *Career Development, Colleges, College Stores, *Cooperative Education, Economic Opportunities, Educational Economics, *Experiential Learning, Farm Management, Food Service Industry, Higher Education, School Industry Relationship, School Newspapers, *Student Employment, *Work Experience Programs

Identifiers-*Berea College KY, Economic Impact

The entrepreneurial development and experiential education environments of Berea College, Berea, Kentucky, are described. The college-owned enterprises of the Boone Tavern Hotel and dining room, college farms and poultry, college laundry, college store, student craft industries, and the college press are discussed in terms of markets and marketing, permissions and protections, management and business services, financial aspects, facilities and materials, and schedules and staffing. The principal characteristics of experiential education, including forms of implementation, work arrangements and supervision, and outcomes, are discussed. It is concluded that the primary financial benefit to the college of the program results from the opportunities for student employment. Other financial benefits provided by the enterprises include helping the college become a closed economic system and the market return on investment which provides a modest profit for year-end June 1977. (SW)

ED 168 522 IR 007 022

Graves, Sid F., Jr., Ed.

Report of a Planning Conference for Solar Technology Information Transfer. Jackson, Mississippi, September 7-8, 1978.

Oak Ridge National Lab., Tenn.; Southeastern Library Association, Tucker, Ga.

Spons Agency-Department of Energy, Washington, D.C.

Pub Date-Sep 78

Note-20p.; For related documents, see ED 149 717 and IR 005 471, 006 750-751 and 007 023 ; Best copy available

Pub Type

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Cooperative Planning, Energy, *Information Dissemination, *Information Networks, *Library Planning, Public Libraries, *Solar Radiation, Special Libraries, *Statewide Planning, Technology

Identifiers-*Information Transfer, *Mississippi

This summary of the decisions and recommendations of the Planning Conference for Solar Technology Information Transfer includes a brief discussion of the outline of a functioning solar energy technology network in the State of Mississippi. During the conference, participants recognized current energy information needs and recommended ways to meet those needs: (1) effective dissemination of energy information and updating of same, (2) training in the subject for library personnel, (3) avoidance of duplication, (4) a union catalog of Mississippi library holdings, (5) centralized capability for rapid transfer and location of a heavy volume of sophisticated requests, (6) education of target groups, (7) adequate staff and funding for individual agencies, (8) a comprehensive technological collection within the state, and (9) related problems. Recommendations focus on the promotion of better communication and cooperation between agencies, libraries, institutions and professional organizations in fashions supportive of the economical and effective delivery of solar energy information to the public. A list of participants, the conference agenda, and a list of solar energy library materials are appended. (Author/CWM)

ED 168 564 IR 007 100

Computing In College and University: 1978 and Beyond. Proceedings of the Gerard P. Weeg Memorial Conference, May 1-2, 1978.
Iowa Univ., Iowa City. Computer Center.
Pub Date-May 78
Note-143p.; May not reproduce clearly due to small print size
Available from-G.P. Weeg Computing Center, University of Iowa, Iowa City, IA 52242 ($10.00)
Pub Type - Opinion Papers (120)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-*Computer Assisted Instruction, *Computers, *Computer Science, *Computer Science Education, Educational Technology, Higher Education, *Technological Advancement

In most instances, the papers in this collection present information reflecting the current status of computer usage in education and offer substantive forecasts for academic computing. Two speeches from the special ceremony for the renaming of the computing center in honor of Gerard P. Weeg, which was held as part of the two-day national computer conference, are included. Presentation topics include Dedication: Reflections and Projections,'' Duane Spriestersbach; University Response,'' Willard Boyd; Computers in Education: Cycles and Trends,'' John Hamblen; Equality of Educational Opportunity through Computer Technology,'' John Eulenberg and Morteza Rahimi; Pre- and Post-College Computer Education,'' Arthur Luehrmann; Future Trends in Computer Science Curricula,'' Stephen Hedetniemi; Personal Computing and Its Impact on Education,'' Seymour Papert; Computing in the Research Environment,'' Walter Doherty; The Case for the Network,'' Thomas Kurtz; The Microprocessing Revolution and Its Effect on Small Colleges,'' Sister Mary Kenneth Keller; The Reshaping of Men's Minds via Computing,'' Grace Hertlein; and Computers, Education, and the Future of Educational Institutions,'' Alfred Bork. (RAO)

ED 168 684 PS 010 398

Sudden Infant Death Syndrome Act Extension, 1978. Hearing Before the Subcommittee on Child and Human Development of the Committee on Human Resources, United States Senate, Ninety-Fifth Congress, Second Session, on S. 2523, March 1, 1978.

Congress of the U.S., Washington, D.C. Senate Committee on Human Resources.

Pub Date-1 Mar 78

Note-653p.; Not available in hard copy due to small print size of some pages; Several pages contain copyrighted material and therefore have been deleted prior to pagination

Available from-Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402

Pub Type- Legal/Legislative/Regulatory Materials (090)

EDRS Price - MF03 Plus Postage. PC Not Available from EDRS.

Descriptors-Federal Aid, *Federal Legislation, Federal Programs, *Infant Mortality, Laws, *Public Health Legislation

Identifiers-Congress 95th, *Crib Death, *Sudden Infant Death Syndrome

This document presents the hearings before the Subcommittee on Child and Human Development on the enactment of the Sudden Infant Death Syndrome (SIDS) Act Extension of 1978. The purpose of the hearing was to determine the effectiveness of the SIDS program which was established by Public Law 93-270, to determine how it can be improved or expanded, and to receive the most current information on research activities in the area of crib death. The text of S. 2523 and Public Law 93-270, witnesses' testimony, prepared statements, additional information and appended documents are provided. (Author/RH)

ED 168 758 RC 011 217

Nickerson, Gifford S.
Alcohol Use Among Native North Americans.
Pub Date-Feb 79
Note-37p.
Pub Type- Reference Materials - Bibliographies (131) ()
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*Alcoholism, *American Indians, *Canada Natives, *Drinking, History, *Interdisciplinary Approach, Medical Treatment, Prevention, Programs, Rehabilitation, *Research

In this indexed, cross-disciplinary, research bibliography, nearly 300 journal articles, dissertations, theses, booklets, council proceedings, and excerpts from books are organized into Historical Studies; Descriptive, Analytical, and Interpretive Studies; and Studies Pertaining to Alcohol Programs, Treatment, Prevention, and Rehabilitation. Listed alphabetically by author, the entries include title, year, and publication data or source. Most of the articles are in English. The materials are indexed by author and subject. The listing of studies and sources regarding alcohol abuse among native North Americans is not presented as exhaustive. With a few exceptions it includes only those materials published up to 1977 (earliest citation is 1894) which can be retrieved relatively easily in or through a large university library. (SB)

ED 168 836 SE 026 914

Stengel, Arthur And Others

Mathematical Problem Solving Project Technical Report II: D. Learning to Solve Problems by Solving Problems: A Report of a Preliminary Investigation. Final Report.

Indiana Univ., Bloomington. Mathematics Education Development Center.

Spons Agency-National Science Foundation, Washington, D.C.

Pub Date-May 77

Grant-NSF-PES-74-15045

Note-54p.; For related documents, see SE 026 911-934

Pub Type- Reports - Research (143)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors-Concept Formation, Elementary Education, *Elementary School Mathematics, *Instruction, Learning Activities, *Mathematics Education, Pilot Projects, *Problem Solving, *Research, *Teaching Techniques

Identifiers-*Mathematical Problem Solving Project

The activities described in this report are focused on a preliminary investigation of the effects of presenting problems to children without any prior formal problem-solving instruction, on the children's ability to solve the problems, and on their subsequent problem-solving performances. The work was an outgrowth of activities related to the observation of children's problem-solving efforts and the resulting conjectures. A description is given of the preparation of materials and the ensuing pilot study. Implications are discussed and some conjectures related. (MP)

ED 168 295 FL 009 781

Instructional Materials Selection Guide. Bilingual/Bicultural ESL.

California State Univ., Los Angeles. National Dissemination and Assessment Center.
Spons Agency-Office of Education (DHEW), Washington, D.C.
Pub Date-78
Note-107p.
Available from-National Dissemination and Assessment Center, 5151 State University Drive, King Hall C2094A, Los Angeles, California 90032
Pub Type- Guides - Classroom - Teacher (052) - Reference Materials - Bibliographies (131)
EDRS Price - MF01/PC05 Plus Postage.
Descriptors-Audiovisual Aids, Biculturalism, *Bilingual Education, Classroom Games, Classroom Materials, *Cultural Education, Dictionaries, Elementary Secondary Education, *English (Second Language), *Instructional Aids, *Instructional Materials, Language Instruction, Maps, Paperback Books, Reading Materials, *Textbooks, Workbooks

This guide describes bilingual, bicultural, and English as a Second Language (ESL) materials adopted for use in California. The guide is divided into three sections: (1) a list of publishers, including addresses and phone numbers; (2) an annotated index to the guide that includes basic information about each item; and (3) detailed information on each set of materials. The annotated index provides the following information: type of material (basic or supportive), kind of material, publisher's grade level, State Matrix grade level, instructional emphasis, special conditions or comments, and page reference in the guide. The following information is provided on each set of materials: (1) components; (2) general description; (3) goals and objectives; (4) organization scope and sequence; (5) methodology; (6) provisions for student evaluation; and (7) related materials. On each page, the indication is given that materials should be carefully reviewed before ordering. The instructional materials listed include textbooks, workbooks, filmstrips, tapes, records, multi-media kits, games, maps and charts, tests, dictionaries and a duplicating master set. (Author/AMH)

LeBold, William K. And Others
Putting It All Together: A Model Program for Women Entering Engineering.
Purdue Univ., West Lafayette, Ind. Dept. of Freshman Engineering.
Spons Agency-Office of Education (DHEW), Washington, D.C. Women's Program Staff.
Pub Date-78
Grant-G007605965
Note-73p.; Not available in hard copy due to small light print
Available from-Department of Freshman Engineering, Purdue University, West Lafayette, IN 47907
Pub Type- Reports - Descriptive (141)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-*Career Planning, College Freshmen, Demonstration Programs, *Engineering Education, *Experiential Learning, *Experimental Curriculum, *Females, Higher Education, Information Dissemination, Pilot Projects, Self Concept, Student Evaluation, Testing, *Womens Education
Identifiers-*Purdue University, Womens Educational Equity Act

A model career preparation program for first-year engineering women at Purdue University is described. Key elements of this project, which is funded through the Women's Educational Equity Act, are: a course designed to provide engineering and career information and practical experience; a means of evaluating the methods and results; wide dissemination of all useful information generated by the experimental course; and the collection of information relevant to programs for women in engineering. The program includes lecture-discussions of contemporary problems in the field by role-model lecturers; career-planning and counseling session; and hands-on'' laboratory experiences broadly related to the field of engineering. The first experimental course was evaluated by pre-testing and post-testing with standardized tests and specially-constructed surveys relating to educational goals and self-concepts of students. The pilot course was revised and offered again as a set of three modules to provide more flexibility to meet student needs. Test results for both years (1977 and 1978) are included. Information dissemination about the program has included a slide-tape set about the model program and experimental course; conference papers; professional journal articles; an Associated Press news story; and public service television spots. A brief annotated bibliography focusing on pre-college backgrounds and college and post-college development of women in engineering is presented, and comments from two students are included. (SW)

ED 168 474 IR 006 961

Frankie, Suzanne, Comp.

ARL Statistics, 1977-78. A Compilation of Statistics from the One Hundred and Five Members of the Association of Research Libraries.

Association of Research Libraries, Washington, D.C.

Pub Date-78

Note-49p.; For related documents, see ED 129 224 and 136 760 ; Best copy available

Pub Type- Numerical/Quantitative Data (110)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-Academic Libraries, Library Acquisition, *Library Collections, *Library Expenditures, Library Materials, Microforms, Operating Expenses, Periodicals, Personnel Data, *Research Libraries, Salaries, Serials, *Tables (Data)

This paper compiles the 1977 to 1978 academic library statistics and rank order tables from 105 members of the Association of Research Libraries (ARL) in the areas of collections, interlibrary loans, expenditures, personnel, microform holdings, and university enrollments and doctorate information. Review of the ARL statistics for 1978 indicates three basic trends: (1) Since 1976 the allocation of the total academic library budget between materials and personnel has remained constant typically 58 percent of the budget has been used for salaries and wages, and approximately 30 percent has been used for materials. (2) Inflation continues to erode the capability of ARL libraries to provide materials and services. Compared to 1977, 1978 materials expenditures in ARL academic libraries rose 10.7 percent, although volumes added increased by only .3 percent, and the number of current serials increased by only 3.5 percent. (3) While there was a 10.7 percent increase in expenditures for salaries between 1977 and 1978, the number of staff in ARL academic libraries increased by only 1.7 percent. Instructions for completion of the questionnaire that was used to collect the data and footnotes are included. (CWM)

ED 168 585 IR 007 142

Dickinson, Dennis W. Pempe, Ruta

Information Desk: Testing a Prescribed Model in the Local Environment.

Pub Date-78

Note-32p.; Best copy available

Pub Type- Reports - Evaluative (142)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-*Information Needs, Information Seeking, *Information Services, Library Reference Services, Library Services, *Program Evaluation, Research Libraries, *Use Studies

This study was conducted in order to ascertain the need for an information desk in a large research library with decentralized reference service where, on the basis of a preponderance of evidence in the available literature, a considerable demand for such a service would be expected. The desk was located in the center of the library's entrance lobby, with the intent of answering directly any questions which did not require the staff to leave the desk, and referring patrons to appropriate resources or departments. Staff recorded patron inquiries on a questionnaire which provided a list of anticipated questions and space to record any that were unspecified. Classification of questions by type was determined inductively after data had been collected, and questions about the library were coded on the basis of the usual distinctions of relative complexity and need for specialized knowledge. Analysis of the data reveals that, contrary to expectations, significant demand for services usually provided by an information desk is limited to only a few weeks per year. (Author/CWM)

ED 168 607 IR 007 260

Perry, Larry S.
Bibliography on Film. Bibliographic Series No. 40.
Arkansas Univ., Fayetteville. Mullins Library.
Pub Date-79
Note-13p.
Pub Type- Reference Materials - Bibliographies (131) - Collected Works - Serials (022)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Bibliographies, Filmographies, *Films, *Library Materials, Periodicals, *Reference Materials, University Libraries

The information sources on film which are listed were selected from the holdings of the Arkansas University library. Organized by material type, they include audiovisual guides and indexes, bibliographies and checklists, biographical sources, catalogs of film collections, directories, guides, newspaper and periodical indexes, major periodicals, and reviewing sources. Materials cover film sources, production techniques, terminology, personalities, research, film collections, manuscripts, and critical reviews. Citations include library holdings and call number; selected items are annotated. (MBR)

ED 168 626 JC 790 202

Cross, K. Patricia

Toward the Future in Community College Education.

Pub Date-31 Mar 78

Note-24p.; Paper presented at the Conference on Education in the Community College For the Non-Traditional Student (Philadelphia, Pennsylvania, March 31, 1978)

Pub Type- Speeches/Meeting Papers (150) - Opinion Papers (120)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Adult Learning, Adult Students, College Role, Community Colleges, Computer Assisted Instruction, *Educational Objectives, Educational Technology, *Individualized Instruction, *Junior Colleges, Mastery Learning, *Nontraditional Students, *Performance Based Education

Identifiers-Student Objectives

If colleges were to accept the mission of helping each student to learn as much and as well as possible, the organization of education would change. In that the three fundamental practices of education classes, semesters, and grades are counterproductive to the goal of maximizing student learning and exist only to meet administrative and fiscal requirements, they would no longer serve as the bases of education. Individualized instruction, such as that currently demonstrated in the computerized systems at Miami-Dade Community College, would free instructors to do those tasks which only humans can do understanding individual learning problems and offering personal encouragement and would force administrators to find new measures of learning productivity on the parts of both student and teacher. The goal of maximum learning for individuals is best captured by the concept of mastery learning, which makes achievement a constant, and which has both cognitive and affective advantages. Another issue in this view of educational change is that of the adult, non-traditional student, who is more self-directed, more pragmatic, and more experienced than the younger student. Treating these adult students like adults would involve acknowledging their orientation toward competence improvement, and individualizing instruction and curriculum. (MB)

ED 168 664 JC 790 251

Persinger, Garnet R.

Professional Development for Part-Time Faculty. Research and Demonstration Project.

Council for North Central Community and Junior Colleges.
Pub Date-Apr 77
Note-89p.
Pub Type- Reports - Research (143) - Reference Materials - Bibliographies (131)
EDRS Price - MF01/PC04 Plus Postage.
Descriptors-*College Faculty, Community Colleges, *Faculty Development, Inservice Teacher Education, Institutional Characteristics, *Junior Colleges, Part Time Teachers, *Program Development, *Questionnaires, Teacher Attitudes, Teacher Characteristics, Teacher Improvement, Teaching Load

In an effort to integrate the large number of part-time faculty into their college program, instructional administrators at West Virginia Northern Community College (WVNCC) developed a professional development program for part-time faculty. The initial literature search considered the characteristics, needs, and status of adjunct faculty, identified colleges with successful programs, and synthesized recommendations for program development. A second step in this effort was a nationwide survey of community colleges to determine general characteristics of the colleges in terms of headcount enrollment, the number of full- and part-time faculty, credit hours taught, and salary of part-time faculty. This study also determined whether the college had a faculty development program and, if so, whether it included pre-service and/or in-service training. Another survey was conducted of WVNCC adjunct faculty employed to teach degree-objective courses in academic programs during fall 1976. Its purpose was to identify needs for future development activities, types of professional activities most desirable, and times most suitable for activities, and to gather other anonymous suggestions. A final aspect of the study involved preparing a proposal for a professional development program. An outline is presented of the guidelines, objectives, and specific topics of the program. A bibliography and the survey instruments are included. (Author/MB)

ED 168 318 FL 010 152

Useful Phrases in English: Japanese. Language SOS.

Los Angeles Unified School District, Calif.
Pub Date-74
Note-25p.; A cassette is available to accompany the text.
Available from-Publications Unit, Los Angeles Unified School District, 450 N. Grand, Rm. G230, Los Angeles, California 90012
Language-Japanese; English
Pub Type- Guides - Classroom - Learner (051) - Reference Materials - Vocabularies/Classifications (134)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Basic Skills, Grammar, *Japanese, *Language Instruction, *Pronunciation Instruction, *Second Language Learning, Sentences, Uncommonly Taught Languages, *Vocabulary
Identifiers-*KEYS Project, Knowledge of English Yields Success Project, Phrase Book

This English-Japanese phrase book is designed for the English speaking person learning Japanese. The useful phrases and vocabulary words are divided into eleven sections: basic needs and safety; greetings and amenities; getting acquainted; directions and classroom articles; calendar, numbers, and time; subjects; shapes, sizes, and colors; body parts and body actions; spatial relations and relative terms; family; and community. In each section the entries include the English phrase and the Japanese translation. A pronunciation guide to Romanized Japanese is appended. (NCR)

Bowman, Leonard, Comp. And Others
Five Colleges Look at General Education.
Pub Date-79
Note-115p.
Pub Type- Reports - Descriptive (141) - Reference Materials - Bibliographies (131)
EDRS Price - MF01/PC05 Plus Postage.
Descriptors-Career Education, *College Curriculum, College Role, Curriculum Development, *Curriculum Evaluation, Definitions, *Educational Objectives, *General Education, Higher Education, *Liberal Arts, Private Colleges, Program Evaluation, Program Planning, *Small Colleges
Identifiers-Briar Cliff College IA, Education and Work, Graceland College IA, Marycrest College IA, Outcomes of Education, Simpson College IA, Westmar College IA

A study was undertaken to provide an opportunity for faculty from five small, independent colleges in Iowa to become familiar with current developments concerning general education programs to facilitate planning and evaluation of general education in the institutions. The participating colleges were Briar Cliff, Graceland, Marycrest, Simpson, and Westmar. The report defines liberal education, liberal arts, and general education and discusses goals and implications of goals for curricular structure. Planning of general education programs, implementing changes in general education, and program evaluation are addressed. Three basic kinds of changes that liberal education should make in the student concern knowledge, personal attitudes or dispositions, and skills. An additional goal concerns the world of work: relating liberal education and the world of work and relating general education and specialization are considered. Varying requirement structures and organizational plans for general education programs, methods and evaluation, and the context of general education, particularly its relation to other components of the curriculum, are addressed. A bibliography on general education from 1974-78 and selected earlier works compiled by Leonard J. Bowman and Kathleen Welch is included. (SW)

ED 168 543 IR 007 069

Black, Doris E., Comp.
Mathematical and Statistical Software Index. Final Report.
Air Force Human Resources Lab., Brooks AFB, Texas.
Report No.-AFHRL-TR-78-66
Pub Date-Nov 78
Note-95p.
Available from-Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20204 (671-056/89)
Pub Type- Reference Materials - Bibliographies (131) ()
EDRS Price - MF01/PC04 Plus Postage.
Descriptors-Analysis of Variance, *Computer Programs, Correlation, Factor Analysis, Item Analysis, *Library Collections, Linear Programing, Multiple Regression Analysis, Statistical Analysis
Identifiers-*Computer Software, *Scientific and Technical Information

Brief descriptions are provided of general-purpose mathematical and statistical software, including 27 stand-alone'' programs, three subroutine systems, and two nationally recognized statistical packages, which are available in the Air Force Human Resources Laboratory (AFHRL) software library. This index was created to enable researchers to identify mathematical or statistical software currently operational on the AFHRL computer system. Information on 27 stand-alone'' programs is presented in the form of an abstract for each item and a list of program documentation references for the reader who wishes to obtain formal program documentation. Each abstract includes general program description, program origin, important program restrictions, and warning about excessive computer execution time incurred in certain circumstances, followed by the symbol of the branch of AFHRL responsible for program development and documentation references. The general descriptions of the software library's three mathematical and/or statistical subroutine systems include a list of the subroutines contained in each system and documentation references. Information provided on two nationally recognized statistical packages, Biomedical Computer Programs and STATJOB, both available in the software library, includes general descriptions, a list and brief descriptions of programs in each package, and package documentation references. (Author/CWM)

ED 168 645 JC 790 227

Financial Support for Community Colleges: A Bibliographic Summary with Abstracts.

Maricopa County Community Coll. District, Phoenix, Ariz.
Pub Date-20 Apr 79
Note-32p.; Prepared for the Presidents' Council of the Arizona Community Colleges
Pub Type- Reference Materials - Bibliographies (131)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Budgeting, Community Colleges, Educational Economics, *Educational Finance, *Financial Support, *Junior Colleges, Statewide Planning

This annotated bibliography, arranged alphabetically by title, cites ERIC information analysis products; state annual fiscal reports, budget recommendations, and descriptive reports; articles; project reports; case studies; position papers; and monographs. Topics covered by these materials include: issues and trends in community college financing, cost per student studies, tuition and tuition-free schools, financing specific projects, interstate comparisons, methods of financing, funding policies, statewide planning, and economic impacts. Many of the documents cited are in the ERIC system and ERIC Document Numbers are provided. (AYC)

ED 168 704 PS 010 472

Field, Dorothy

Identity, Reversibility, and Compensation: An Examination.

Pub Date-18 May 78
Note-17p.; Paper presented at the Meeting of the Jean Piaget Society (Philadelphia, Pennsylvania, May 18, 1978)
Pub Type- Speeches/Meeting Papers (150) - Reports - Research (143)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Conservation (Concept), Educational Diagnosis, *Educational Retardation, Handicapped Children, *Learning Difficulties, *Learning Disabilities, Mental Retardation, Preschool Children, *Retarded Children, *Training Techniques
Identifiers-*Piaget (Jean)

This paper is a progress report on a series of experiments which have sought to probe the cognitive development of mildly mentally retarded and normal children, using conservation training as the principal research tool. Three- and 4-year-old children were given Verbal Rule instruction in a 2 x 2 x 2 design intended to probe the importance of identity, reversibility, and compensation explanations in the training of number and length concepts. The method replicated an earlier study of educationally subnormal children. Striking similarities were found in the responses of both groups of children. Identity was the primary factor in conservation acquisition; reversibility was important as well; compensation strategy proved to be of little value to either group. Justifications offered by both groups also were very similar. These varied according to the quantity being explained rather than the training received. Implications of the findings for use of conservation training as a diagnostic tool by which the truly retarded may be differentiated from other educationally subnormal children are briefly discussed. (Author/RH)

ED 168 776 RC 011 255

Burlingame, Martin

Win Some, Lose Some: Small Rural District Superintendents.

Pub Date-Apr 79
Note-24p.; Paper presented at the American Educational Research Association Annual Meeting (San Francisco, California, April 1979); Best copy available
Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Administrative Personnel, Board of Education Policy, Career Change, Case Studies, Elementary Secondary Education, Employment Opportunities, *Employment Patterns, Employment Trends, *Job Satisfaction, *Labor Turnover, *Occupational Mobility, Parent School Relationship, Research Needs, *Rural School Systems, School Administration, School Community Relationship, School Personnel, *School Superintendents
Identifiers-Illinois

The finding that turnover rates for school superintendents are highest in small districts has been reflected in a number of studies. To further examine the finding, a survey in Illinois used a stratified random sample of 100 school districts, 32 of which had 499 or less students. With 1974-75 as a base year, the average years served by superintendents of each district over a 17 year span was calculated. Small districts showed the greatest amount of turnover with the typical small district served by four superintendents who served about four years each. Seven districts had six or more superintendents. Seventy percent of the small district superintendents moved at least once in 12 years. The major factor prompting the changes was differences between the superintendents and school board and/or community over what schools should be doing. Career mobility for those changing positions was limited as they generally moved in a restricted geographical area among districts of the same size and type. Examples of vertical mobility to districts with higher salaries and greater numbers of students were rare. Study findings suggested several avenues for future exploration, including examination of educational consequences of turnovers and mobility, inspection of the psychological health of the superintendents, and analysis of victories for superintendents where the process of politics produced success for all concerned or where the moves were upward in job mobility. (DS)

ED 168 793 RC 011 275

George, K. M.

A Profile of Agriculture Students at Western Kentucky University.

Spons Agency-Department of Agriculture, Washington, D.C.; Murray State Univ., Ky.; National Inst. of Education (DHEW), Washington, D.C.

Pub Date-78

Note-37p.; Publication contributes to USDA Cooperative State Research Service Southern Regional Project S-114, Defining and Achieving Life Goals: A Process of Human Resource Development''

Pub Type- Reports - Research (143) - Numerical/Quantitative Data (110) ()

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-*Agricultural Colleges, Agricultural Education, Aspiration, Attitudes, *Career Choice, College Students, Comparative Analysis, Educational Interest, Family Characteristics, Higher Education, *Land Grant Universities, Rural Population, *Southern States, *Student Attitudes, *Student Characteristics, Student Financial Aid

Identifiers-Kentucky, Southern Regional Research Project S 114, *University of Western Kentucky

Background characteristics of agriculture students at Western Kentucky University (WKU), the factors affecting their choice of careers, their goals and expectations, and certain agriculture related attitudes were examined in 1978 in a survey of 150 randomly selected agriculture students at that university. Similarities and differences with their counterparts at the 1862 land grant universities in the South were also determined. In racial composition and citizenship, WKU students were very similar to students in land grant schools, but the proportion of female students and married students was slightly lower. Western Kentucky students were far more rural with 57 percent claiming country residence. Twenty-nine percent expected to earn a master's degree and 77 percent of these hoped to do graduate work in agriculture. Major sources of financial support by WKU students were their own savings, parents' savings, summer jobs, and part time work. Tabular data in this document summarize the responses of both groups to questions dealing with general background characteristics, high school and work experiences, people and factors deemed important in choice of agriculture as a major, financial support and educational aspirations and expectations. Tables also show occupational and income expectations, attitudes on women's rights and ecological issues, and perceptions about the field of agriculture and agriculture students. (DS)

ED 168 812 SE 025 451

Boyd, Larry K. And Others

Status of the Energy Management Program in the Orange County Public Schools.

Orange County Public Schools, Orlando, Fla.

Pub Date-78

Note-56p.; Contains light and broken type

Pub Type- Reports - Descriptive (141) - Guides - Non-Classroom (055)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors-Administrative Agencies, *Administrative Policy, Administrator Guides, Committees, Conservation (Environment), *Energy Conservation, *Management, *School Administration, School Buildings, *School Districts

The purpose of this report is to present the status of Orange County School District's Energy Management program to selected management personnel. Included in this report are various background papers which comprise the body of the publication. The first and largest paper is entitled Energy Management in the Orange County Public Schools.'' This paper presents an overview of the programs undertaken by the District in the past six years and proposes future efforts in total energy management. The second paper presents the functions and responsibilities of the Energy Management Conservation Program. The third paper presents guidelines for establishing an Energy Conservation Committee within each school building. It suggests the major responsibilities to be assigned to key personnel and it provides a list of energy conservation tips for consideration by the committee. (MR)

ED 168 339 FL 010 179

Drozdzial, Krystyna
Developing Communicative Strategies and Grammar Exercises.
Pub Date-78
Note-23p.; Paper presented at the Conference of the International Association of Teachers of English as a Foreign Language (10th, London, England, April, 1978).
Pub Type- Speeches/Meeting Papers (150) - Reports - Descriptive (141)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Communicative Competence (Languages), Educational Objectives, English (Second Language), Error Analysis (Language), *Grammar, *Language Instruction, Language Proficiency, Language Skills, Learning Activities, *Pattern Drills (Language), Secondary Education, Second Language Learning, *Skill Development, Sociolinguistics, Speech Communication, *Teaching Methods
Identifiers-*Poland

Procedures used in foreign language teaching are discussed from the point of view of developing communicative strategies in students. Literature on communicative competence is reviewed and the implications for foreign language instruction are discussed. It is shown that: (1) from the very beginning of language instruction, the classroom setting, exercises, language activities, and tests should lead toward the objective of attainment of communicative competence; and (2) teaching methods must take into consideration sociolinguistic factors. In this context, an English teaching situation in Polish secondary schools is described and its inadequacies, especially in the area of grammar instruction, are indicated. It is noted that the teaching techniques used do not lead to a functional knowledge of grammar and so do not result in the development of communication skills. Therefore, a description is provided of a sequence of exercises consisting of four phases that aim at a functional mastery of a grammatical item. In connection with grammar exercises the problems of error correction and testing are dealt with. Finally it is observed that the teacher's most important task is to get students to talk and that this objective must be central in all classroom activities. (Author/AMH)

ED 168 359 FL 010 220

Ingram, David E.

An Applied Linguistic Study of Advanced Language Learning.

Pub Date-Apr 78
Note-795p.; Ph.D. Dissertation, University of Essex, Colchester, England
Pub Type- Dissertations/Thesis (040) - Reports - Research (143)
EDRS Price - MF05/PC32 Plus Postage.
Descriptors-*Applied Linguistics, College Language Programs, Communicative Competence (Languages), *Cultural Factors, Educational Objectives, Higher Education, Language Development, *Language Instruction, Language Learning Levels, Language Processing, *Language Proficiency, Language Skills, Learning Processes, Linguistic Theory, Psycholinguistics, *Second Language Learning, Sociocultural Patterns, Student Needs, *Teaching Methods

This thesis clarifies the role of the applied linguist in the language and language teaching sciences with particular application to advanced language learning that takes place after five years of study. Students' deficiencies identified at matriculation together with the psychological and practical needs of the students and their society identify the needs that relevant, advanced courses must meet. Although the present pattern of advanced language teaching is found to be unsatisfactory, no comprehensive studies are available to provide the methodological insights needed to rectify the situation. In order to develop advanced language teaching methodology rationally, insights must be sought from the factors that determine its effectiveness: the nature of language, the learner and his or her learning strategies, and the needs of society. A survey of developmental psycholinguistics elucidates the strategies of advanced second language learners although some extrapolation from the native child language and second language learning is necessary. The outcome of language learning in a multicultural society is also determined by the social context. The psycholinguistic and societal issues lead to a methodology focusing on use, communication, and contextualization in which community involvement plays an integral and integrating role. (Author/AMH)

ED 168 379 HE 010 933

Perkins, James A. Burn, Barbara B.

Access to Higher Education: Two Perspectives. A Comparative Study of the Federal Republic of Germany and the United States of America. Final Report of the German-U.S. Study Group.

International Council for Educational Development, New York, N.Y.

Spons Agency-Volkswagen Foundation, Hanover (West Germany).

Pub Date-78

Note-80p.; For related documents see HE 010 920, HE 010 921, HE 010 935, HE 010 967

Available from-Interbook, Inc., 13 E. 16th St., New York, NY 10003

Pub Type- Reports - Descriptive (141)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors-*Access to Education, Admission Criteria, Articulation (Program), *College Admission, Comparative Analysis, *Comparative Education, Decision Making, Employment, *Equal Education, *Foreign Countries, Governance, Government Role, Government School Relationship, *Higher Education, Publications, School Industry Relationship

Identifiers-*Germany

The final report of the study group is the culmination of a three-year project to examine the similarities and differences in German and U.S. higher education access and admissions and the ways in which the two systems can learn from each other. The study consisted of a seminar, plenary meetings in both countries, and commissioned papers and research studies. Specialists from both countries participated. The contents of the final report include sections comparing and evaluating structures and systems, equal opportunity for access and selection, educational articulation, access and employment, and access and the role of government. In each section, recommendations are made for decision-makers in government, industry, and educational institutions concerned with these issues in each country. Appended are lists of the study group members, consultants, and meetings, publications of the study group, and publications and papers generated by the work of the group. (MSE)

ED 168 398 HE 011 070

Terry, Arthur F., Ed. Martin, Wanda M., Ed.
Higher Education: New Directions for Leadership, Spring Workshop.
Interinstitutional Consortium for Career Education, Salem, Oreg.
Spons Agency-Office of Education (DHEW), Washington, D.C.; Oregon State Dept. of Education, Salem.
Pub Date-Aug 78
Grant-G0077C0049
Note-47p.; Best copy available
Available from-Marion Education Service District, 3180 Center St., NE, Salem, OR 97301 ($1.75)
Pub Type - Guides - Non-Classroom (055) - Reports - Descriptive (141)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-*Career Education, *Educational Assessment, *Educational Discrimination, *Federal Legislation, Higher Education, Occupational Information, Resource Guides, School Industry Relationship, *Sex Stereotypes, Student Teachers, Teacher Certification, *Teacher Education, Teacher Educators, Teaching Guides, Workshops

Proceedings are presented of a workshop of Higher Education: New Directions for Leadership,'' which is part of the project Statewide Activities for Preservice Education in Oregon Institutions of Higher Education.'' The following forum speeches are presented: Wasted Energy: Colleges' Liberal Vocational Debate,'' by Donald Casella; Title VI and IX: Implications for Higher Education Institutions,'' by Barbara Caulfield; and How in the World Can We Do All of This,'' by Elizabeth Koontz. The following clinic summaries are included: 12 steps to career education; collaborative efforts of business/industry and education; working with student teachers in career education; sex role stereotyping guidelines for teacher educators; how to get turned on with the Career Information Service; career education, career guidance, and occupational competence; how to conduct process and product evaluation; assessment of teacher education programs; and current strategies for compliance with teacher standards and practices commission regulations. (SW)

ED 168 501 IR 006 991

The Educational Information System for Ontario. A Guide for Using.
Ontario Inst. for Studies in Education, Toronto.
Spons Agency-Ontario Dept. of Education, Toronto.
Pub Date-Apr 76
Note-14p.; For related documents, see IR 006 633-636 and IR 006 990
Pub Type- Guides - Non-Classroom (055) - Reports - Descriptive (141)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Comparative Analysis, Glossaries, Information Seeking, *On Line Systems, Records (Forms)
Identifiers-*Educational Information System for Ontario, ERIC

This general user guide to the Educational Information System for Ontario (EISO) deals with the simple logistics of acquiring material from the system. Since EISO was developed as a way for Ontario citizens to use the Educational Resources Information Center (ERIC) data base in the United States, a preliminary description of ERIC is provided. Questions answered by the guide include who uses EISO, how to ask a computer question, who/what is a search analyst, how to make a search request, what kind of answer will be given, how long it takes, and how much it costs. A brief explanation of the way the computer links information using Boolean operators (AND, OR, NOT) is also provided, as well as a sample request form and computer printout, information for ordering microfiche, and a glossary of terms. (JD)

ED 168 523 IR 007 023

Capps, Randall, Ed.
Report of a Planning Conference for Solar Technology Information Transfer in Kentucky (Frankfort, September 11-12, 1978).
Oak Ridge National Lab., Tenn.; Southeastern Library Association, Tucker, Ga.
Spons Agency-Department of Energy, Washington, D.C.
Pub Date-Sep 78
Note-34p.; For related documents, see ED 149 717 and IR 005 471, 006 750-751 and 007 022 ; Best copy available
Pub Type
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-College Libraries, Cooperative Planning, Energy, *Information Dissemination, *Information Networks, *Library Planning, Public Libraries, *Solar Radiation, Special Libraries, *Statewide Planning, Technology
Identifiers-*Information Transfer, *Kentucky

This summary of the deliberations of the Planning Conference for Solar Technology Information Transfer includes an outline of a functioning solar energy technology network for the State of Kentucky and a set of recommendations for future action. Four main types of information agents were identified: (1) the State Library System; (2) the State Department of Energy; (3) the State Department of Education; and (4) various departments of the University of Kentucky all as they relate to solar technology information transfer. Recommendations were made for each of these areas. Appendices include a proposal for an information system, the conference agenda and participant list, a proposal for the continuation of Phase II Operations of the Solar Technology Transfer Program, Kentucky Department of Energy organizational charts and energy conservation plan, a list of regional libraries, and a map of development districts in Kentucky. (CWM)

ED 168 565 IR 007 101

Brown, Dale W. And Others

Elementary and Secondary Teachers Use ERIC.

Syracuse Univ., N.Y. ERIC Clearinghouse on Information Resources.
Spons Agency-National Inst. of Education (DHEW), Washington, D.C.
Report No.-IR-29
Pub Date-78
Contract-400-77-0015
Note-45p.
Available from-Syracuse University Printing Services, 125 College Place, Syracuse, New York 13210 (IR-29, $3.00)
Pub Type- Reports - Descriptive (141)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*Data Bases, *Information Retrieval, *Information Systems, *Information Utilization, Professional Education, *Public School Teachers, *Research Tools, Use Studies
Identifiers-*ERIC, Information Analysis Products

The experiences with ERIC which are profiled for three public school systems reflect specific user requirements in different environments. In Meeting Professional Education Information Needs: A Profile of How the Alexandria, Virginia City Public Schools Use the ERIC System,'' Dale Brown discusses the types of searches used by administrators and teachers at the city school system level. Patricia Mautino, in Watch ERIC Grow!'' describes three levels of ERIC use in New York State, through the Educational Programs and Studies Information Service (EPSIS), which provides state-wide support, the Board of Cooperative Educational Services (BOCES) at the county level, and individual user services at the school level. The use of microforms at East Detroit High School is discussed in Lewis Saks' article, The Little Grey Cells, The Little Black Cards: An Approach to ERIC Microfiche,'' as well as a recent study done by Pat Gilmore which surveyed the use and knowledge of ERIC by teachers in the East Detroit School system. (RAO)

ED 168 608 IR 007 526

Slawsky, Dorothy A., Ed.
ERIC Information Analysis Products, 1975-1977.
ERIC Processing and Reference Facility, Bethesda, Md.
Spons Agency-National Inst. of Education (DHEW), Washington, D.C.
Pub Date-Dec 78
Contract-400-76-0031
Note-168p.; For related documents, see ED 029 161, ED 034 089, ED 041 598, ED 054 827, ED 077 512, ED 087 411, and ED 126 856 ; Small print marginally legible
Available from-ERIC Processing and Reference Facility, 4833 Rugby Avenue, Suite 303, Bethesda, MD 20014 (Free while supply lasts)
Pub Type- Reference Materials - Bibliographies (131)
EDRS Price - MF01/PC07 Plus Postage.
Descriptors-*Annotated Bibliographies, *Clearinghouses, *Education, Federal Programs, Information Centers, Information Sources, *Publications, *State of the Art Reviews
Identifiers-*Educational Information, *ERIC

This most recent in a series of bibliographies of publications produced by the individual ERIC Clearinghouses lists 600 information analysis products (IAP's) bibliographies, research reviews, state of the art and interpretive studies on topics of current interest published over a 2-1/2 year period. Designed to list, organize, review, and synthesize the education literature to meet the needs of ERIC users, these publications include both documents and journal articles. The format and arrangement of citations in this bibliography conform to those in the original announcements in RIE and CIJE, and subject, author, and institution indexes are provided. Information for ordering is given for those publications which are available from the clearinghouses which produced them. In addition, IAP's that are announced in RIE are contained in all ERIC microfiche collections and may be ordered in microfiche or photocopy from the ERIC Document Reproduction Service (EDRS). Journal articles announced in CIJE are available in libraries retaining the journals in which they were published; reprints may also be available from University Microfilms International (UMI), depending on the journal. (BBM)

ED 168 685 PS 010 445

Premarital and Postmarital Conception and the Risk of Fetal and Infant Death. PHSB Studies, No. 10.

North Carolina State Dept. of Human Resources, Raleigh. Div. of Health Services.

Pub Date-Mar 78

Note-9p.; Table may be marginally legible due to small type

Pub Type- Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Academic Achievement, Demography, Family Planning, Fatherless Family, *Illegitimate Births, *Infant Mortality, Infants, *Marital Status, *Mothers, Perinatal Influences, Pregnancy, Prenatal Influences, Racial Differences, Research, *Risk, Statistical Studies

Identifiers-*North Carolina, *Stillborn

This report indicates relationships between the marital status of pregnant North Carolina women and mothers and the risk of fetal and infant death in the year 1974. No significant difference in the fetal mortality of the two legitimate groups (postmarital and premarital or pregnant brides) was found, although the illegitimate group had by far the greatest risk of fetal death of the three groups. The illegitimate fetal death rate at 23.0 was almost twice the combined legitimate rate of 12.5. The table on page 3 gives fetal and infant death rates by legitimacy group and race for various maternal characteristics and birthweight. Mortality differences for infants under the three marital conditions were statistically significant at the p .01 level. A statistical map depicts the percentage of all resident deliveries during 1974 which belong to either the premarital or illegitimate groups. The data indicate that hasty marriage is not a panacea for existing problems. Also, when the magnitude of out-of-wedlock conceptions is considered in concert with the growing number of abortions, it appears that vigorous efforts are needed to bring family planning opportunities within the reach of all citizens. (Author/RH)

ED 168 723 PS 010 496

Brehm, Sharon S. And Others

Effects of Empathy Instructions on First-Graders' Liking of Other People.

Spons Agency-Kansas Univ., Lawrence.
Pub Date-Mar 79
Note-28p.; Paper presented at the Biennial Meeting of the Society for Research in Child Development (San Francisco, California, March 15-18, 1979)
Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Behavioral Science Research, *Elementary School Students, *Empathy, *Evaluative Thinking, *Instruction, *Interpersonal Attraction, Social Attitudes, Social Relations, Social Values

This paper reports two studies of the effects of empathic instruction on first graders' evaluations of other people. In Experiment I, 23 children received either empathic or non-empathic instructions, listened to a taped conversation in which the main character obtained either a positive or negative outcome, and then evaluated both the main character and the person who provided the outcome to the character. It was found that empathic instructions increased positive evaluation of the main character under negative outcome conditions only and produced a change in evaluative perspective in regard to both members of the interacting dyad. In Experiment II, 80 children received either empathic or neutral instructions, were informed that the main character was similar or dissimilar to themselves, and listened to a taped conversation in which the main character always obtained a mildly negative outcome. Female subjects evaluated the main character in the predicted sequence: empathy instructions and similarity information led to greatest liking, neutral instructions and dissimilarity information led to least liking, and the other two combinations led to intermediate levels of liking. Unexpectedly, male subjects responded to empathic instructions by evaluating the main character less favorably. Explanations for the males' evaluative behavior are discussed. Results are discussed in terms of whether empathic responses can be directly induced by instruction. (Author/RH)

ED 168 741 RC 011 055

Miller, Ronald Dean Miller, Peggy Jeanne

The Chemehuevi Indians of Southern California. Malki Museum Brochure No. 3.

Pub Date-Sep 67
Note-17p.
Available from-Malki Museum Press, 11-795 Fields Road, Banning, California 92220 ($1.00)
Pub Type- Historical Materials (060) - Collected Works - Serials (022)

Document Not Available from EDRS.

Descriptors-*American Indian Culture, Architecture, *Business, Clothing, Family Relationship, *Farmers, Food, *Governmental Structure, Music, Reservations (Indian), *Social Structure, Tribes
Identifiers-*American Indian History, California, *Chemehuevi (Tribe), Cultural Contributions

The only local tribe to migrate into California during recorded history, the Chemehuevi Indians had one of the largest tribal areas in California, though their population probably never exceeded 800. Today most live on the Colorado River Reservation, where they share membership with the Colorado River tribes. First mentioned in a priest's report in 1776, the Chemehuevi had a loose tribal organization with small bands consisting of nuclear and extended families. Important officials were a chief (hereditary), war chiefs, and shamans. Dreams were an important aspect of culture and beliefs a proper dream ensured success. Small farmers, the Indians were well adapted to their environment, and their houses ranged from little more than shelters against sun and wind in their arid lands to more substantial semi-subterranean, round houses along the Colorado and at Twentynine Palms. Chemehuevi trade routes later became trails for early pioneers and still later highways for modern commerce. With bows and arrows as weapons, they often wore down game by chasing them; snares and traps were used to catch small game. Dress was from animal hides and pelts, though women wore grass skirts in warm weather; tattoos ornamented both men and women, and bead pendants were worn in ear lobes and rings and plugs in the nose. Games were important, as was music. Most musical expression was vocal though some instruments were used. (RS)

ED 168 759 RC 011 218

Ross, Peggy J. Green, Bernal L.

Impacts of the Rural Turnaround on Rural Education.

New Mexico State Univ., University Park. ERIC Clearinghouse on Rural Education and Small Schools.
Spons Agency-National Inst. of Education (DHEW), Washington, D.C.
Pub Date-Mar 79
Contract-400-78-0023
Note-52p.
Available from-National Educational Laboratory Publishers, Inc. 813 Airport Blvd., Austin, Texas 78702 (EC-075; $4.25)
Pub Type- Reports - Research (143)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-Behavior Problems, Community Leaders, Community Planning, Demography, *Educational Administration, *Educational Facilities, *Educational Finance, Migration Patterns, Population Trends, *Rural Education, Rural Resettlement, Rural Schools, Rural School Systems, Rural Urban Differences, *Social Problems, *Urban to Rural Migration
Identifiers-Information Analysis Products, Nonmetropolitan Areas

Facilities and staff, financing, administration, and social/behavioral problems are four areas of the educational systems of rural schools impacted by the rapid population growth resulting from the urban-to-rural migration begun in the 1970's and expected to last several decades. Overcrowding of facilities is a short-range problem for communities with economic and public support, but a long-range problem for those unable to initiate a satifactory solution. Greater local revenues result from greater population, yet there may be rural resistance to the ideas of urban newcomers. Short-range administrative problems and paperwork overloads occur with increased school population. Social/behavioral problems, such as discipline and alcohol misuse, also increase. Educational systems will experience both positive and negative effects of the growth process, but substantial economic and social costs can be avoided with early long-range planning. The extent to which rural community leaders should and can anticipate and respond to population growth and its resultant changes is critical. Scenarios of two different rural communities a boomtown'' and a town exemplifying social amenities growth'' demonstrate that the impacts of rapid growth on rural education are significantly influenced by economic and social factors in the larger community arena. (SB)

ED 168 837 SE 026 915

Mathematical Problem Solving Project Technical Report II: Instructional Materials. Part D: Learning to Solve Problems by Solving Problems, Appendices A and B.

Indiana Univ., Bloomington. Mathematics Education Development Center.
Spons Agency-National Science Foundation, Washington, D.C.
Pub Date-May 77
Grant-NSF-PES-74-15045
Note-45p.; For related documents, see SE 026 911-934; Contains light and broken type
Pub Type- Reports - Research (143)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Concept Formation, *Educational Research, Elementary Education, *Elementary School Mathematics, Evaluation Methods, *Instructional Materials, *Mathematics Education, *Problem Sets, *Problem Solving
Identifiers-*Mathematical Problem Solving Project

Instructional materials used in two pilot studies are presented. Appendix A contains components of the problem-solving bulletin board. Eighteen problems are stated along with suggestions for solving each problem. Problems 1-10 contain questions extending the original problem. Teacher answer sheets are given for problems 4-18. Appendix B contains observation sheets and interview forms used by the researchers. (MP)

NAICU Public Policy Statement for 1979. NAICU News Special Report, March, 1979.

National Association of Independent Colleges and Universities, Washington, D.C.

Pub Date-Mar 79

Note-9p.

Available from-National Association of Independent Colleges and Universities, 1717 Massachusetts Avenue, N.W., Washington, DC 20036

Pub Type- Opinion Papers (120)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Educational Finance, Educational Policy, *Federal Aid, Federal Regulation, Financial Support, Grants, *Higher Education, *National Organizations, Organizations (Groups), *Policy Formation, Private Colleges, School Support, School Taxes, *Student Financial Aid

Identifiers-National Assn Independent Colleges Universities, Policy Statements

This policy statement for the National Association of Independent Colleges and Universities addresses student assistance, categorical/institutional assistance, tax policies, government regulation/self-regulation, and corporate and foundation policies. NAICU recommends to the Congress and the Administration a legislative amendment to Title IV of the Higher Education Act to establish a federal policy goal that every eligible student should receive sufficient aid under BEOG, SEOG, and SSIG programs so that the sum of these grant funds, in combination with a reasonable parental contribution and institutional and state matching grant funds, will constitute 75 percent of total student expenses. Suggestions are offered to serve and support achievement of this 75-percent federal policy goal. It is proposed that 25 percent of student expenses should be provided from self-help programs of work and loans. Recommendations to support achievement of the self-help policy goal are also offered. Proposals for assisting higher educational institutions in building and maintaining their capacity to meet the learning needs of increasingly diverse student populations are included. The need to reverse the trend of intrusive government regulation of higher education is advocated by means of legislative amendments to higher education legislation. (SW)

ED 168 475 IR 006 962

ATMS Step By Step.

National Library of Australia, Canberra.

Pub Date-77

Note-54p.; For related document, see IR 006 987

Available from-National Library of Australia, Parkes Place, Canberra, Australian Capital Territory, Australia 2600 ($2.50)

Pub Type- Guides - Classroom - Learner (051)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors-*Data Bases, *Data Processing, Information Storage, *Input Output, On Line Systems, Programing

Identifiers-*Advanced Text Management System, *Australian Information Network, Terminal Operation

This manual is designed to provide an introduction and basic guide to the use of IBM's Advanced Text Management System (ATMS), the text processing system to be used for the creation of Australian data bases within AUSINET. Instructions are provided for using the system to enter, store, retrieve, and modify data, which may then be displayed at the terminal, output for the creation of a data base for subsequent information retrieval using STAIRS, or to compile lengthy documents such as reports. The first part of the manual is concerned with terminal operation and procedures for preparing materials for inclusion in a data base; the second part describes additional features, format controls and special formatting techniques, text alterations, and printing procedures for the creation of printed documents. The manual should be supplemented by the ``ATMS Terminal Operations Guide'' produced by IBM. (JD)

ED 168 586 IR 007 144

Information Policy: Public Laws from the 95th Congress.

Congress of the U.S., Washington, D.C. House Committee on House Administration.

Pub Date-31 Jan 79

Note-27p.

Available from-Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402

Pub Type- Legal/Legislative/Regulatory Materials (090) - Reference Materials - Bibliographies (131)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-Administrative Policy, *Computers, Confidentiality, Data Bases, Electronic Data Processing, *Federal Legislation, Government Libraries, Government Publications, *Information Dissemination, Information Retrieval, Library Automation, Library Collections, *Policy Formation

This compilation of abstracts provides brief descriptions of the 74 new public laws relating to computers and information policy that were enacted during the 95th Congress. Each of these bills is concerned with information, although the diverse subject matter e.g., energy and clean water, food and health, foreign investments, ethics in government received attention from different committees of the House and Senate. These laws are listed in eight categories: (1) creating information inventories, programs, or clearinghouses; (2) providing for the dissemination of information; (3) creating news information systems or computerized data bases; (4) government records, documents, and paperwork; (5) library policies, procedures, and assistance; (6) information disclosures and confidentiality/right of privacy; and (7) other related information legislation. (Author/JEG)

Findings and Recommendations: The Colorado Community College System.

Colorado State Board for Community Colleges and Occupational Education, Denver.
Pub Date- 79
Note-91p.; Report prepared by the Colorado Blue Ribbon Community College Study Commission
Pub Type- Reports - Descriptive (141) - Legal/Legislative/Regulatory Materials (090)
EDRS Price - MF01/PC04 Plus Postage.
Descriptors-*Access to Education, Administrative Organization, Board of Education Policy, *College Role, Community Colleges, *Educational Finance, Financial Support, *Governance, Governing Boards, *Junior Colleges, State Aid, State Boards of Education, State Legislation
Identifiers-*Colorado

The 27-member Blue Ribbon Community College Study Commission, representing a variety of groups within the educational community, assessed the effects of the statutes, goals, policies, and practices under which Colorado community colleges have operated with the purpose of recommending needed changes with respect to the following ten years. Through the use of questionnaires, interviews, and discussion groups, five major issues were identified: (1) community college role and mission, (2) access to community colleges in Colorado, (3) the State Board for Community Colleges and Occupational Education, (4) state system community college councils and their role in the future, and (5) current and future practices in funding, financing, and budgeting. Findings and recommendations are reported in each of these areas which point out weaknesses and problems revealed by the study, and suggest improvements and changes that should be made in policy, governance structures, and legislation to address these problems. Appendices contain outlines of Senate Bills 62 and 110 which provide for the reorganization of the structure of postsecondary education in the state and separate the functions of the State Board for Community Colleges and Occupational Education among two distinct Boards. (MB)

Harris, Toni C.
Disadvantaged Student Grant Program for Illinois Public Community Colleges, Fiscal Year 1978 Fiscal Year 1979.
Illinois Community Coll. Board, Springfield.
Pub Date-Mar 79
Note-64p.; Parts may not reproduce clearly due to light type
Pub Type- Reports - Research (143) - Reports - Descriptive (141)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-*Adult Students, Age, College Credits, Community Colleges, *Developmental Programs, *Educationally Disadvantaged, Ethnic Groups, Females, Financial Support, *Grants, *Junior Colleges, Males, Remedial Programs, Student Characteristics, Student Financial Aid
Identifiers-*Illinois

Thirty-eight public community college districts in Illinois have Disadvantaged Student Grant Programs operating on 50 individual campuses. State funds are appropriated annually to the Illinois Community College Board for distribution to the districts. The colleges are required, by contract, to provide a local matching effort at least equal to the state funds received. Part I of this report contains selected anecdotal accounts of unique, exemplary achievements of persons or groups served by the Disadvantaged Student Grant Program. Part II includes data tables on funding for 1978; comparisons of funding for 1977 and 1978; numbers of students involved by racial/ethnic origin, sex, and age; and types of program activities provided by the grant. Part III contains narrative reports, by district, as submitted by the director or dean responsible for the programs regarding the kinds of activities provided, client groups served, and nature of the outcomes. These reports also include information on amount of state and local funds budgeted, contact persons, number of persons served, and total contact hours. Part IV takes a look at FY79 and the future direction of serving the disadvantaged adult students. (Author/MB)

ED 168 296 FL 010 017

Clapper, William, Ed.

Activities for Responding to Individual Learner Needs.

Pub Date Nov 78

Note 9p.; For related document, see FL 009 047; ED 146 806

Pub Type Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors French, *Grammar, *Individual Needs, *Language Instruction, Language Skills, Latin, *Learning Activities, *Pattern Drills (Language), Remedial Instruction, Secondary Education, *Second Language Learning, Spanish, Student Needs, Syntax, Verbs, Vocabulary

A group of activities for responding to individual learner needs designed by seven teachers of Spanish, French, and Latin, are presented as practical application exercises to meet identified learner problems in their classrooms. The source of learner problems was identified and correlated to specific learning tasks according to the original model of "Diagnosing and Responding to Individual Learner Needs" by Diane Birckbichler and Alice Omaggio. The corresponding activities were then developed along the suggested remedial models of the authors. The activities can be used as they are presented, or as models for other teachers to develop similar activities for their own classroom learning needs. (Author/AMH)

Useful Phrases in English: Korean. Language SOS.

Los Angeles Unified School District, Calif.
Pub Date-74
Note-27p.; A cassette is available to accompany the text.
Available from-Publications Unit, Los Angeles Unified School District, 450 N. Grand, Rm. G230, Los Angeles, California 90012
Language-Korean; English
Pub Type- Guides - Classroom - Learner (051) - Reference Materials - Vocabularies/Classifications (134)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*Basic Skills, Grammar, *Instructional Materials, *Korean, *Language Instruction, *Pronunciation Instruction, *Second Language Learning, Sentences, Uncommonly Taught Languages, *Vocabulary
Identifiers-*KEYS Project, Knowledge of English Yields Success Project, Phrasebooks

This English-Korean phrase book is designed for the English speaking person learning Korean. The useful phrases and vocabulary words are divided into eleven sections: basic needs and safety; greetings and amenities; getting acquainted; directions and classroom articles; calendar, numbers, and time; subjects; shapes, sizes, and colors; body parts and body actions; spatial relations and relative terms; family; and community. In each section the entries include the English phrase and the Korean translation. A pronunciation guide to Korean is appended. (NCR)

ED 168 416 HE 011 120

Aaron, Henry J.

Politics and the Professors. The Great Society in Perspective.

Pub Date-13 Feb 78

Note-185p.

Available from-Director of Publications, The Brookings Institution, 1775 Massachusetts Avenue, N.W., Washington, DC 20036 (cloth $10.95; paper $4.50)

Pub Type- Books (010) - Opinion Papers (120)

Document Not Available from EDRS.

Descriptors-Attitudes, Civil Rights, Educational Objectives, Federal Programs, *Government School Relationship, *Higher Education, Inflation (Economics), *Political Issues, Poverty Programs, Professors, *Public Policy, Racial Discrimination, Research, *Social Change, Social Discrimination, Social Problems, Unemployment

Identifiers-*Great Society

By the early 1970's, political and scholarly tides had shifted away from the confidence and optimism of the 1960's. The initial broad consensus on the nation's problems and their solutions declined. An evolution is apparent in the attitudes and pronouncements by popular scholars on the role of federal government and its capacity to bring about beneficial change in three areas: poverty and discrimination, education and training, and unemployment and inflation. It can be argued that the political eclipse of the Great Society depended more on external events (the Vietnam war, dissolution of the civil rights coalition, and the Watergate scandal and its repercussions) than on its intrinsic failings. Both the initial commitment to use national policies to solve social and economic problems, and the subsequent disillusionment of scholars and laymen alike rest largely on preconceptions and faiths that have little to do with research findings or with the success or failure of the programs themselves. (Author/MSE)

ED 168 435 HE 011 145

Herbert, Theodore T. Yost, Edward B.

Management Education and Development: An Annotated Resource Book.

Pub Date-78
Note-219p.
Available from-Greenwood Press, 51 Riverside Avenue, Westport, CT 16880
Pub Type- Books (010) - Reference Materials - Bibliographies (131)

Document Not Available from EDRS.

Descriptors-Audiovisual Aids, Books, Catalogs, Educational Alternatives, Educational Assessment, Educational Objectives, Educational Resources, Evaluation Criteria, *Information Sources, Instructional Materials, *Management Development, *Management Education, *Managerial Occupations, *Professional Continuing Education, *Professional Training, Program Effectiveness, Program Evaluation, Theories

A central source for a diverse and scattered body of practice and knowledge is provided in this annotated resource book for management educators and management development students and practitioners. Articles, books, monographs, and chapters have been briefly summarized into the following chapters: Management Education: Objectives and Background; Management Training and Development: Objectives and Background; Planning for and Assessing Development Needs; Conceptual Foundation for Effective Management Education and Development; Alternative Approaches to Management Education and Development; Techniques for Management Education and Development; Issues in Evaluation; Evidence from Evaluating Management Education and Development Efforts; Factors Influencing the Effectiveness of Training, Development, and Education; Resource Sources (literature, catalogs, and clearinghouse for experiential exercises); and Audiovisual Resources on such topics as communication, decision-making, goals and goal setting, information systems, innovation, leadership, organization development, and motivation. (MSE)

ED 168 502 IR 006 993

York, Henry And Others

Evaluation of CAMLS Experimental ILL System. A Report Prepared for the Library Council of Greater Cleveland by the ILL Evaluation Task Force.

Cleveland Area Metropolitan Library System, Ohio.
Pub Date-Sep 78
Note-17p.
Pub Type- Reports - Evaluative (142)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Evaluation, *Interlibrary Loans, *Library Networks, Questionnaires, Statistical Analysis, Tables (Data)
Identifiers-*Cleveland Area Metropolitan Library System

This report is an evaluation of an interlibrary loan system that was put into operation for a 6-month experimental period beginning January 1, 1978, by the Cleveland Area Metropolitan Library System (CAMLS), a regional cooperative network of 19 public, academic, and special libraries in northern Ohio. The objective of the system was to increase efficiency by means of three major components: (1) the use of OCLC as the principal locator source with telefacsimile machines to relay requests directly from borrowing to lending library; (2) the use of a central resource library (Cleveland Public) to screen all requests for which OCLC did not provide a potential lending library; and (3) the use of referral circuit utilizing telefacsimile to route the remaining unfilled requests among member libraries. A statistical analysis of the ILL requests during the period indicated that over one-half of all the requests were handled directly between the borrowing and lending libraries; of the remaining requests, one-third were filled by the resource library; and less than one-third of all requests were placed on the circuit. The evaluation concluded that the experimental system was successful and should be continued. Other recommendations and the questionnaire used in the evaluation are included in the report. (Author)

A National Satellite-Based System for Providing Continuing Education to Engineers.

Georgia Inst. of Tech., Atlanta.
Spons Agency-National Inst. of Education (DHEW), Washington, D.C.
Pub Date-78
Contract-400-77-0104
Note-151p.; Not available in hard copy due to marginal legibility
Pub Type- Reports - Descriptive (141)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-Budgeting, *Communication Satellites, Consortia, Cost Effectiveness, Educational Alternatives, Educational Needs, Educational Objectives, *Educational Strategies, *Engineering Education, *Instructional Media, Personnel Data, *Professional Continuing Education

This document proposes, and indicates initial reaction to, a multi-point satellite-based delivery system which will permit expansion of current programs and services of the Association for Media-based Continuing Education for Engineers, Inc. (AMCEE) consortium to a much larger aggregated audience of practicing engineers throughout the country. It will also permit interaction among universities in state-of-the-art seminars, research reporting, course sharing, and broad distribution of special engineering-related events. The use of a communications satellite is proposed to increase continuing education services to engineering professionals, and to provide a service which is effectively responsive to the technical, logistical, and financial constraints of traditional and other forms of educational instruction. Description of the operational plan includes types of services, delivery, media-based programs, course materials and programs, special needs, operating modes, marketing AMCEE services, satellite considerations, operational programs, and first- and subsequent years considerations. The management plan designates objectives and organization, as well as project control and evaluation, while a complete budget evaluation breaks down contract pricing proposals and other operating costs. Resumes of key individuals and brief summaries for Steering Committee members are included, along with a list of papers, reports, and conference proceedings by AMCEE members. (CWM)

Community Education-Work Councils: The AACJC Project Second Year Report.
American Association of Community and Junior Colleges, Washington, D.C.
Spons Agency-Employment and Training Administration (DOL), Washington, D.C. Office of Youth Programs.
Pub Date-Apr 79
Contract-DL-99-8-784-33-03
Note-253p.
Pub Type- Reports - Descriptive (141) - Reports - Evaluative (142)
EDRS Price - MF01/PC11 Plus Postage.
Descriptors-*Citizens Councils, Community Colleges, Community Leaders, Community Programs, *Demonstration Programs, *Employment Problems, *Junior Colleges, Program Development, Program Evaluation, Rural Areas, *School Industry Relationship, Vocational Adjustment
Identifiers-*Community Education Councils

This report focuses on the second year of the education-to-work councils established by the American Association of Community and Junior Colleges in six communities across the country. The development of the programs is described in terms of the following process: (1) current data relevant to school-to-work transition issues were collected; (2) primary goals and objectives were determined; (3) task groups were organized and given responsibility to devise action programs; (4) task group programs were adopted by the Council; (5) programs were implemented using Council members as resource people; and (6) efforts were made to inform the community of the Council's purposes and achievements. Recommendations for achieving program goals are presented, as are discussions and recommendations in the following areas: the Youth Employment and Demonstration Programs Act (YEDPA); funding uncertainties; community colleges as initiators; volunteerism; council life cycles; national intermediaries; budget; state and local Comprehensive Employment and Training Act (CETA); the project's third year; and assessment. The demography, council activities and problems, budget summary, institutional impact, documents, plans for the future, and assessment of the individual programs are presented for each of the six locations: Bayamon, Puerto Rico; Enfield, Connecticut; Fairbanks, Alaska; Lincoln, Nebraska; St. Albans, Vermont; and Tullahoma, Tennessee. (MB)

ED 168 705 PS 010 473

Developmental Evaluation Services for Children: Replication Manual.

Montgomery County Dept. of Health, Rockville, Md.; Montgomery County Public Schools, Rockville, Md.
Spons Agency-Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.
Pub Date-Dec 78
Note-86p.; Parts may be marginally legible due to colored paper
Pub Type- Guides - Non-Classroom (055) - Reports - Descriptive (141)
EDRS Price - MF01/PC04 Plus Postage.
Descriptors-*Educational Diagnosis, *Evaluation Methods, *Exceptional Child Services, *Handicapped Children, Identification, *Interdisciplinary Approach, *Models, Professional Services, Screening Tests
Identifiers-*Developmental Evaluation Services For Children, Maryland

This manual describes in detail the Developmental Evaluation Services for Children program (DESC), a model interdisciplinary project funded to help others implement similar diagnostic and treatment services for young children with developmental difficulties. Section 1 gives an overview of the DESC project and describes the evaluation process in detail. Criteria for referral and acceptance complete this section. Section 2 describes the assessment process and the diagnostic nursery. In addition, two charts depict the assessment procedures: one summarizes the basic diagnostic questions addressed by each discipline; the other summarizes procedures used by each discipline. Sections 3 and 4 describe the administrative and professional responsibilities and functions in the DESC model. Section 5 suggests alternatives for staffing a DESC-type program which, while preserving the basic concept, requires less staff. (Author/MP)

What Should Be the Energy Policy of the United States? National Debate Topic for High Schools, 1978-1979. Senate, 95th Congress, 2d Session.

Library of Congress, Washington, D.C. Congressional Research Service.
Pub Date-78
Note-526p.; Not available in hard copy due to small type
Available from-Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (Stock Number 052-071-00567-6; No price quoted)
Pub Type- Legal/Legislative/Regulatory Materials (090)
EDRS Price - MF02 Plus Postage. PC Not Available from EDRS.
Descriptors-Civics, *Debate, *Energy, Federal Government, Government Role, Natural Resources, *Policy Formation, Reference Materials, Science Education, *Secondary Education, Social Problems, Social Studies, *World Problems
Identifiers-Energy Education

This collection of excerpts and bibliographies address the three debate propositions selected as subjects of the 1978-1979 debate question for high schools selected by the National University Extension Service, "What should be the energy policy of the United States?" The collection is divided into three parts each addressing one of the debate propositions: (1) Resolved, that the Federal Government should exclusively control the development and distribution of energy resources in the United States; (2) Resolved, that the Federal Government should establish a comprehensive program to significantly reduce energy consumption in the United States; and (3) Resolved, that the Federal Government should establish a comprehensive program to significantly increase the energy independence of the United States. An introductory section summarizes the U.S. policy response to the energy dilemma. The materials are intended not as an exhaustive coverage of the subject, but to furnish debators with a basis for further research on the topic. (RE)

ED 168 838 SE 026 916

Webb, Norman L. Charles, Randall I.

Mathematical Problem Solving Project Technical Report III: Module Development and Formative Evaluation. Final Report.

Indiana Univ., Bloomington. Mathematics Education Development Center.

Spons Agency-National Science Foundation, Washington, D.C.

Pub Date-May 77

Grant-NSF-PES-74-15045

Note-158p.; For related documents, see SE 026 911-934

Pub Type- Reports - Research (143)

EDRS Price - MF01/PC07 Plus Postage.

Descriptors-*Educational Research, Elementary Education, *Elementary School Mathematics, *Evaluation, Instruction, *Mathematics Education, *Problem Solving, *Teaching Techniques, Units of Study

Identifiers-*Mathematical Problem Solving Project

The development of three problem-solving modules is described and the formative evaluation activities for each module reported. The modules were: (1) Using Guesses to Solve Problems; (2) Using Tables to Solve Problems; and (3) Organizing Lists. Each module consists of a student booklet and a problem deck. Each contains problems coded for difficulty level. For each module this report discusses the development of the module, the formative evaluation design and results, and the revisions that were made in the module. (MP)

ED 168 340 FL 010 181

French: A Guide to the Spoken Language.
Department of Defense, Washington, D.C.
Report No.-TM-30-302
Pub Date-75
Note-66p.; Not available in hard copy due to small print
Available from-Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (Stock No. 008-020-00411-1; $1.15)
Language-English; French
Pub Type- Guides - Classroom - Learner (051) - Collected Works - Serials (022)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-*Autoinstructional Aids, *Communicative Competence (Languages), Conversational Language Courses, *French, *Language Guides, Language Instruction, *Language Skills, *Pronunciation Instruction, *Second Language Learning, Speech Communication, Standard Spoken Usage, Travel, *Vocabulary Development

This French phrasebook is intended as a guide to pronunciation and useful words and phrases. All entries are given first in English, followed by the French word in simplified English phonetic spelling, with the French spelling in parentheses. The Useful Words and Phrases,'' dealing with subjects such as directions, greetings, numbers, and requests, are followed by Additional Expressions'' and Fill-in Sentences.'' Important Signs'' and an alphabetical English-French word list complete the phrasebook. (AM)

ED 168 360 FL 010 221

Marckwardt, Albert H.

The Place of Literature in the Teaching of English as a Second or Foreign Language.

Hawaii Univ., Honolulu. East-West Center.
Pub Date-78
Note-78p.
Available from-The University Press of Hawaii, 2840 Kolowalu Street, Honolulu, Hawaii 96822 ($3.50)
Pub Type- Books (010) - Opinion Papers (120) - Information Analysis (070)

Document Not Available from EDRS.

Descriptors-Cultural Education, Cultural Factors, *English (Second Language), *English Curriculum, *English Literature, Language Attitudes, *Language Instruction, Language Role, *Literature Appreciation, *Second Language Learning, Second Languages, Teaching Methods

This inquiry into the role of literature in English as a second language is based upon an examination of six basic issues or principles: (1) the position of English as a foreign language within a country; (2) the aims of English instruction within a country; (3) the way in which the native literature is taught in a country; (4) the availability of English literature translations; (5) the particular nature of the English vocabulary and the well-established facts of word frequency and distribution; and (6) the role of literature in transmitting the target culture. Individual chapters are devoted to such topics as the role of English in the nation and in the schools; teaching the native literature; the teaching of literature in foreign language classes; factors influencing the teaching of literature in the foreign language curriculum including availability of translations, the cultural component in the literary curriculum, the vocabulary problem, and abridged texts; and what literature to teach. References are included in the text. (EJS)

ED 168 380 HE 010 934

Simon, Larry G. And Others
Access Policy and Procedures and the Law in U.S. Higher Education.
International Council for Educational Development, New York, N.Y.
Pub Date-78
Note-116p.
Available from-International Council for Educational Development, 680 Fifth Avenue, New York, NY 10019
Pub Type- Information Analysis (070)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-*Access to Education, *Admission Criteria, *College Admission, College Entrance Examinations, Constitutional Law, *Educational Legislation, Educational Policy, Equal Education, Equal Protection, *Higher Education, Individual Characteristics, Predictive Ability (Testing), *Testing Programs, Test Validity
Identifiers-Selective Admission

Papers are presented that were prepared as part of a study group of the International Council for Educational Development on criteria and procedures for admission to higher education and the relationship between higher education and the law. In Access to Higher Education and the Law,'' Larry G. Simon analyzes the role of law and especially the equal protection clause of the federal constitution on admissions. He provides a brief introduction to U.S. higher education for West German scholars and officials and a ready reference of major institutional and legal considerations for American scholars and officials. In A Review of U.S. Admissions Policies and Practices,'' Alice J. Irby reviews access to higher education in the 20th century from a U.S. perspective, considers admissions policies within the context of institutional policies and planning, and considers admissions practices and their impact on access. In College Admissions Testing in the United States,'' Jenne K. Britell and William B. Schrader present historical information and discuss the nature of tests, precision of measurement, test validity and use of test scores, and criticisms of tests. In Nonintellectual Factors in Admissions,'' Simon V. Keochakian focuses on a review of the literature pertaining to the role of nonintellectual factors in admission to higher education, especially graduate and professional education. Specifically, he attempts to report on the actual or potential role that personality factors, biographical data, and interview information can play in the admissions process. (SW)

Minnesota Higher Education Coordinating Board Management Plan, 1979-81.

Minnesota Higher Education Coordinating Board, St. Paul.
Pub Date-Sep 78
Note-32p.
Available from-Minnesota Higher Education Coordinating Board, Suite 400, Capitol Square Building, 550 Cedar Street, St. Paul, MN 55101
Pub Type- Reports - Descriptive (141)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*Administrative Organization, Educational Coordination, Educational Planning, Higher Education, *Management, *Planning Commissions, Policy Formation, *Staff Role, *State Agencies, State Programs, *Statewide Planning
Identifiers-*Minnesota, Minnesota Higher Education Coordinating Board

The management plan for 1979-81 of the Minnesota Higher Education Coordinating Board provides an outline of the major functions and programs assigned to the board, a general outline of the role and scope of the board as an agency of the state, a statement of the mission of the board staff, an organizational chart, a board calendar for 1979-81, and roles of staff units and management objectives. The staff units include the Office of Executive Director, the Division of Program Planning and Coordination, the Division of Financial Aid, and the Division of Policy Planning and Research. The development of the management plan is a procedure by which board staff reviews its anticipated work for the year, establishes priorities for resource allocation, and coordinates individual and unit objectives with board objectives. The document serves as a focal point for the board's review of its own objectives, both annually and long range. (SW)

ED 168 524 IR 007 024

Faircloth, Terence A.
A Researchers Guide to the Freedom of Information Act.
Pub Date-77
Note-38p.; Appendix 1 may not reproduce clearly due to small print size
Pub Type- Guides - Non-Classroom (055) - Legal/Legislative/Regulatory Materials (090)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Confidentiality, *Confidential Records, Court Litigation, *Disclosure, Federal Government, *Federal Legislation, *Information Retrieval, Information Seeking, Researchers
Identifiers-*Freedom of Information Act

The Freedom of Information Act (FOIA) eliminated the ``need to know'' requirement for access to information, requiring agencies to give notice of file contents and make records available to all persons. Agencies are required to make available final opinions, statements of policy and interpretations, and staff manuals that affect a member of the public, as well as other records. To enable researchers to locate information, FOIA contains provisions which require agencies to publish organizational descriptions and directions for gaining access to information. Agencies are also required to compile indexes of materials which establish policies or precedents affecting the public. Formal requests for material and appeals should be made by letter to the agency. If the agency denies an appeal, the requestor has the right of judicial review. Exemptions from FOIA include (1) classified national defense and foreign policy documents; (2) internal personnel rules and practices; (3) information exempt under other laws; (4) confidential business information; (5) internal communications; (6) personnel and medical files; (7) investigatory files; (8) financial institutions information; and (9) geological information concerning wells. The text of FOIA and a bibliography are appended. (CWM)

An Evaluative Survey Report on ESEA Title II: Fiscal Years 1966-1968. Part I, Analysis and Interpretation. Part II, Tables.
Office of Education (DHEW), Washington, D.C.
Pub Date-27 Sep 72
Note-334p.; Appendices to Part I are not included due to marginal legibility of the original ; Not available in hard copy due to marginal legibility
Pub Type- Reports - Research (143)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-*Audiovisual Aids, Elementary Secondary Education, Federal Legislation, *Federal Programs, *Instructional Materials, Private Schools, Public Schools, Questionnaires, *School Libraries, *Use Studies
Identifiers-ESEA Title II

This report provides benchmark data on the effects that the provision of school library resources, textbooks, and other instructional materials under Title II of the Elementary and Secondary Education Act (ESEA) has had on education in the nation's public and private elementary and secondary schools. The passage of Title II of ESEA set the stage for improving the quality of instruction in elementary and secondary schools through increased quantities of instructional materials of high quality. The Title II program consists of two components acquisition of materials and administration. This survey covering the first three fiscal years of program operation sought answers to these four questions: Is the intent of the statute being carried out? Is the program effective in attaining the goals reflected in the statute? Has the maximum statutory authority been exercised in attaining the goals sought? and Is a revision of the law necessary? Data were collected by means of five survey instruments which were sent to a sample of public school districts in the U.S.: (1) a school district questionnaire, with (2) a public school and (3) a private school supplement; (4) a school principal questionnaire; and (5) a school media personnel questionnaire. Part II of this report provides the survey data in tabular form. (RAO)

ED 168 587 IR 007 146

Inner-City Library Service: A Community Analysis for Better Library Service to Norfolk.

Norfolk Public Library System, Va.
Pub Date-Jul 78
Note-81p.; For related documents, see ED 134 185-186, ED 140 806, ED 156 138, and ED 161 439 ; Parts of appendix may be marginally legible
Pub Type- Reports - Descriptive (141) - Reports - Research (143)
EDRS Price - MF01/PC04 Plus Postage.
Descriptors-*Black Community, *Branch Libraries, City Problems, *Community Characteristics, Community Study, *Library Planning, Library Programs, Library Services, *Needs Assessment, Program Improvement, *Public Libraries, Use Studies
Identifiers-Community Analysis Research Institute

This study of the community of Norfolk, Virginia, and its public library system concentrates on an area of the city with a large Black community. The city planning process is explained, and the Model City Program described as a prime example of planning in such areas. The situation and programs of two agencies a storefront public library and the Black Culture Center that will be fused into one when a new facility is built in this area are discussed, and the need for a new agency is detailed. Data on library use, user registration, and the collections in branch libraries neighboring the proposed new branch are analyzed, as well as the residence of clients using these libraries during a specified time period. Both the demographic characteristics of the population and the physical characteristics of the area of the proposed branch are also examined. Research findings and recommendations on policy, board and citizen participation, staff, physical resources, and programs are summarized in the conclusion. Fourteen appendices display data collected for the study, maps, and an editorial from a local newspaper. A bibliography is included. (CWM)

ED 168 609 JC 780 554

Education to Match Our Mountains . . . and Our People! Mission, Philosophy, and Goals for Anchorage Community College First Draft. Master Plan 78.
Anchorage Community College, Alaska.
Pub Date-Nov 77
Note-41p.
Pub Type- Guides - Non-Classroom (055)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*College Role, Community Colleges, *Educational Objectives, *Educational Responsibility, *Junior Colleges, *School Community Relationship

The mission of Anchorage Community College is to reach out to the community to identify needs and anticipate trends so that, in cooperation with other agencies, it can enable the growth of individuals and the strengthening of the community by providing flexible, supportive, visible, and accessible comprehensive life-long learning opportunities. This document outlines the beliefs and goals of the college as they pertain to its various roles. Goals related to the college as a learning center focus on relations with and understanding of the community. Those related to its function as an agency for personal development concern the identification and fulfillment of the needs of the community and the students. As a career development agency, the college intends to gather and analyze data to assess employment demands, trends, and technological changes. In its role as a partner with many agencies responding to educational needs, the goals of the college are to develop and maintain cooperative relationships with other local agencies. Objectives related to the college as a community member focus on maintaining complete data on the whole community and providing flexible community services. Goals are also stated for the college as a social and a cultural center, and finally as an economic agency. (MB)

ED 168 686 · PS 010 446

Anderson, Claudia

Informing Mothers About the Behavioral Characteristics of Their Infants: Effects on Mother-Infant Interaction.

Pub Date-Mar 79

Note-19p.; Filmed from best available copy; Paper presented at the Biennial Meeting of the Society for Research in Child Development (San Francisco, California, March 15-18, 1979)

Pub Type- Speeches/Meeting Papers (150) - Reports - Research (143)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-*Behavior Development, Feedback, Infant Behavior, *Infants, *Interaction, *Interpersonal Competence, Interpersonal Relationship, *Mothers, Parent Child Relationship, Rapport, Social Behavior, Social Development, Social Relations

Identifiers-*Mediated Experience

This paper presents a study designed to determine if providing information to primiparous mothers about the behavioral characteristics of their infants would affect reciprocity in mother-infant interaction. Thirty married, Caucasian, middle class mothers of healthy, normally carried and delivered 48-hour-old first-born infants served as subjects. Mothers were randomly assigned to one of three treatment groups: (1) observation of infant behavior assessment and feedback on infant's responses, (2) feedback, but no observation, and (3) instruction on selection and purchase of infant furnishings, and no observation or feedback (as a control). Pre-treatment assessment of mother's reciprocity indicated no differences among the groups. Post-treatment assessment was conducted seven to 10 days following treatment. Analysis of variance across three treatment groups and two times of observation indicated that mother-infant interaction in all groups increased significantly over time. A treatment by time interaction effect was obtained on maternal and infant behavior assessment subscale scores. Results of additional analyses suggest that information alone (Group 2) or information plus demonstration (Group 1) are effective means of increasing infant behavior subscale scores. Data also suggest that information plus demonstration is more effective than information alone in increasing mother-child reciprocity scores. Informing mothers about the behavioral characteristics of their first-born infants is an effective way of enhancing mother-child interaction. (Author/RH)

ED 168 724 PS 010 500

Where Are the Children? Report of a National Survey of Out-of-State Placement Arrangements.

New York State Council of Voluntary Child Care Agencies, N.Y.
Pub Date-Mar 78
Note-77p.
Available from-New York State Council of Voluntary Child Care Agencies, 104 East 35th Street, New York, New York 10016 ($3.00, including postage)
Pub Type- Reports - Research (143)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-*Administrator Responsibility, Agency Role, Centralization, *Child Welfare, Data Collection, *Exceptional Child Services, *National Surveys, Recordkeeping, Research, State Action, State Standards, *Youth
Identifiers-*Administrative Procedures

The purpose of this survey was to identify procedures and practices of child welfare and related agencies of each state in the United States regarding out-of-state placement of children and reception of non-resident children for therapeutic, educational, physical and psychiatric services. An overall view emphasizing functions and responsibilities of state governments rather than specific statistical data was sought. The survey instrument (a two-part questionnaire) was not intended to be an evaluative research instrument. Forty of the 50 states responded. Major findings are summarized. Twenty-eight of the states reported they do not have a central unit that makes evaluations of out-of-state facilities. Limited information indicated that emotional disturbance'' was the most frequent classification of children placed out-of-state with socially maladjusted'' the second most frequent classification. The major conclusion of the study is that very few states have centralized information about either their procedures for placing children out-of-state or the children placed out. The same is true for non-resident children received. Placement coordination, evaluating and monitoring, centralization of approved facility registries and improved record keeping are among the recommendations made. Questionnaire and results are appended. (Author/RH)

ED 168 742 RC 011 056

Anderson, Eugene N., Jr.

The Chumash Indians of Southern California. Malki Museum Brochure No. 4.

Pub Date-Nov 68
Note-15p.
Available from-Malki Museum Press, 11-795 Fields Road, Banning, California 92220 ($1.00)
Pub Type- Historical Materials (060) - Collected Works - Serials (022)
Document Not Available from EDRS.
Descriptors-*American Indian Culture, Architecture, Art Expression, *Business, Clothing, *Family Relationship, Food, Games, *Governmental Structure, *Social Structure, Tribes
Identifiers-*American Indian History, California, *Chumash (Tribe), Cultural Contributions

The Chumash Indians were one of the most populous, rich peoples of aboriginal California. Though their origins are mysterious, they were reported to be a flourishing people by Spanish explorers in the sixteenth century. Missionization by Spaniards and secularization in 1833 spelled destruction, so that today only a few isolated and impoverished Chumash remain. Having lived in modern Ventura, Santa Barbara, and San Luis Obispo counties in southern California, the Chumash over thousands of years thrived without agriculture, developed a far-flung trade network, and depended heavily on the sea. Drought, a hazard, was likely a factor in the relatively low population, estimated at up to 10,000 persons. A patrilineal society, the Chumash also belonged to moieties, and the basic unit of life was the village. Social classes and part-time specialists existed. Rains, health, food, and proper relationships with powerful and uncanny animals such as bears or swordfish were vital concerns shamans were influential. Admired craftsmen, the Chumash, alone among Californian Indians, made plank boats, and their pictographs demonstrate their artistic skills. They lived in dome-shaped, thatch houses, ranging from small huts to huge communal houses. Clothing was simple, and weapons were ordinary Californian ones. Their games and songs are mostly forgotten today, but music, dancing, stories, and songs were evidently popular. (RS)

ED 168 760 RC 011 235

Fratoe, Frank A.

The Educational Level of Farm Residents and Workers. Rural Development Research Report No. 8.

Economics, Statistics, and Cooperatives Service (DOA), Washington, D.C.

Pub Date-Mar 79

Note-29p.

Pub Type- Reports - Research (143) - Numerical/Quantitative Data (110) ()

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-*Academic Achievement, Adult Education, Agricultural Laborers, *Agricultural Personnel, *Comparative Analysis, Educational Disadvantagement, Educational Interest, Educational Needs, Farmers, Females, Functional Illiteracy, Illiteracy, Postsecondary Education, Racial Differences, Rural Development, *Rural Education, *Rural Farm Residents, *Rural Urban Differences, Sex Differences

Members of the farm related population generally lag behind their nonfarm related counterparts in the number of school years completed, number of persons completing high school and college, functional literacy rates, participants in adult education, and labor force status. In 1975 White farm males trailed metro and nonmetro nonfarm males by 1.2 and 0.8 years respectively in median school years completed. Black farm males and females trailed their metro counterparts by 5.7 years for men and 4.0 years for women. Functional illiteracy for Black farm males remained about the same (40 percent) while illiteracy among Black farm females rose from 23.1 to 31.9 percent. Farm-related youth are not seeking post-secondary schooling at a level approaching that for metro youth, and older farm-related people are less inclined to pursue adult education opportunities. Thus, many members of the farm related population lack the formal education needed to improve chances for success in complex modern farming as well as in professional career fields elsewhere. Census data from between 1968-1975 are used in this study on the educational characteristics of two farm related population components: nonmetro farm residents and farmers and farm laborers. The educational status of subpopulations (Blacks-Whites, males-females, younger-older persons) is particularly emphasized. (Author/DS)

ED 168 777 RC 011 256

Hobbs, Daryl J. Hobbs, Vicki M.

A Research and Development Approach to Rural Education: A Case Study.

Pub Date-Apr 79
Note-36p.; Paper prepared for presentation at the Annual Meeting of the American Educational Research Association (San Fransisco, California, April 8-12, 1979)
Pub Type- Speeches/Meeting Papers (150) - Reports - Research (143)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*Administrator Attitudes, *Counseling Programs, Counselor Attitudes, *Dropout Attitudes, Dropout Characteristics, Dropout Programs, Dropout Research, Employer Attitudes, Employment, Employment Opportunities, Field Studies, High School Equivalency Programs, Labor Market, Outreach Programs, *Research Methodology, *Rural Dropouts, Rural Education, School Holding Power, Secondary Schools, *Vocational Education
Identifiers-Missouri

Administrators, counselors, university faculty, and dropouts met initially to discuss the dropout problem and to design a questionnaire which was administered to 270 dropouts from secondary schools in 5 Missouri Ozark school districts and was designed primarily to determine the perceived need or desire for additional vocational or academic training and to indicate to the schools factors contributing to school dropout. As the project evolved, however, the purpose became that of discovering the life and labor situation of the dropout. Significant discrepancies noted between counselor and administrator preconceptions of dropouts and resulting data led to discussions of validity and the establishment of more effective programs, and raised the question of the appropriate application of research data. Followup meetings with dropouts began a process which led to the establishment of classes in preparation for the GED, the establishment of vocational outreach counselors, a survey of businesses and job opportunities in the area, and the establishment of Community Occupational and Training Counselors to combine school, community, and family resources to provide more effective career and vocational counseling programs for students of limited aspirations. It was tentatively concluded that field and evaluation research can be utilized to formulate plans, objectives, and programs intended to reduce school dropout rate and improve employability. (SB)

ED 168 794 RC 011 276

George, K. M.

A Profile of Agriculture Students at Murray State University.

Spons Agency-Department of Agriculture, Washington, D.C.; Murray State Univ., Ky.; National Inst. of Education (DHEW), Washington, D.C.

Pub Date-78

Note-37p.; Publication contributes to USDA Cooperative State Research Service Southern Regional Project S-114, Defining and Achieving Life Goals: A Process of Human Resource Development'' ; Best copy available

Pub Type- Reports - Research (143) - Numerical/Quantitative Data (110) ()

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-*Agricultural Colleges, Agricultural Education, Aspiration, Attitudes, *Career Choice, College Students, Comparative Analysis, Educational Interest, Family Characteristics, Higher Education, *Land Grant Universities, Rural Population, *Southern States, *Student Attitudes, *Student Characteristics, Student Financial Aid

Identifiers-Kentucky, *Murray State University KY, Southern Regional Research Project S 114

In 1978, 150 randomly selected agriculture students at Murray State University were surveyed to determine their general background characteristics, high school characteristics, work experiences, people and factors influential in their choice of a college major, goals and expectations, and selected agriculture related attitudes. The agriculture students' similarities and differences with counterparts at the 1862 land grant universities in the South were also determined. Over 95 percent of Murray State agriculture students were white and one in five was female. Murray students were more rural with 58 percent claiming farm or open country residence, a proportion twice as great as that of land grant schools. Slightly more than 60 percent of students in both groups mentioned parental influence in their choice of career major. Eighty-seven percent of the Murray students cited preference for country life as a reason for choosing the agriculture major. A higher proportion of Murray students (84 percent) depended on scholarships and student loans and grants as a source for financial support. This study is a part of the Southern Regional Research Project S-114, which seeks to obtain a better understanding of the reasons why students select agriculture as their major, as well as the factors relating to their career choices. Tabular data summarize the percentage responses of both study groups. (DS)

ED 168 297 FL 010 046

Foreign Languages, 9-12. Articulated Curriculum: Project Search, 1975.
Utica City School District, N.Y.
Pub Date-75
Note-22p.
Pub Type- Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Cultural Education, *Curriculum Development, *Language Instruction, *Language Skills, Listening Comprehension, Modern Language Curriculum, Reading Comprehension, *Secondary Education, *Second Language Learning, Speech Skills, Writing Skills

This curriculum was completed during phase III of Project SEARCH, a nationally validated project designed to humanize elementary and secondary education by creating, developing and implementing innovative models in the curriculum through an integration of the humanities and the arts. Project SEARCH is an attempt to help students apply both intellect and feeling to the problems of living and to develop reasoning skills. It is also an inter-school effort committed to joint inquiry, to collaborative action, and to interdependence among schools, school systems and other educational agencies. The program used the entire district-wide staff and special area personnel over a three-year period, totaling 800 teachers and about 13,000 students. The two major tasks carried out by the project were: to help teachers acquire curriculum development skills in order to horizontally and vertically articulate district-wide curricula; and to assist staff through a district-wide in-service training program. This articulated curriculum outlines foreign language instructional goals for students grades 9-12 for levels I-IV in the areas of speaking fluency, aural-oral comprehension, reading comprehension, culture insight, and writing fluency. (EJS)

ED 168 476 IR 006 963

McKee, Elizabeth Chadbourn
Microform Collections. Bibliographic Series No. 1.
Arkansas Univ., Fayetteville. Mullins Library.
Pub Date-75
Note-10p.
Pub Type- Reference Materials - Bibliographies (131) - Collected Works - Serials (022)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Humanities, *Library Materials, *Microfilm, Sciences, Social Sciences, University Libraries
Identifiers-Scientific and Technical Information

A selected annotated bibliography lists materials available at the Arkansas University library on microfilm, microfiche, and microprint. General materials newspapers, periodicals, and theses and dissertations are listed together, while the humanities, social sciences, and science and technology sources follow. Drama and literature are listed in the humanities; education, state and federal government publications, early American newspapers, and presidential papers in the social sciences; and atomic energy, agriculture, and aeronautics in the science and technology section. Most items include call number and library holdings are indicated for some sets and serials. (MBR)

Useful Phrases in English: Pilipino. Language SOS.

Los Angeles Unified School District, Calif.
Pub Date-74
Note-25p.; A cassette is available to accompany the text.
Available from-Publications Unit, Los Angeles Unified School District, 450 N. Grand, Rm. G230, Los Angeles, California 90012
Language-Pilipino; English
Pub Type- Guides - Classroom - Learner (051) - Reference Materials - Vocabularies/Classifications (134)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Basic Skills, Grammar, *Instructional Materials, *Language Instruction, *Pronunciation Instruction, *Second Language Learning, Sentences, *Tagalog, Uncommonly Taught Languages, *Vocabulary
Identifiers-*KEYS Project, Knowledge of English Yields Success Project, Phrasebooks, *Pilipino

This English-Pilipino phrase book is designed for the English speaking person learning Pilipino. The useful phrases and vocabulary words are divided into eleven sections: basic needs and safety; greetings and amenities; getting acquainted; directions and classroom articles; calendar, numbers, and time; subjects; shapes, sizes, and colors; body parts and body actions; spatial relations and relative terms; family; and community. In each section the entries include the English phrase and the Pilipino translation. A pronunciation guide to Pilipino is appended. (NCR)

ED 168 417 HE 011 121

Thompson, Daniel C.
Private Black Colleges at the Crossroads.
Pub Date-73
Note-319p.
Available from-Greenwood Press, Inc., Publishing Division, 51 Riverside Avenue, Westport, CT 06880 ($13.50)
Pub Type- Books (010) - Opinion Papers (120)
Document Not Available from EDRS.
Descriptors-*Black Colleges, *Black Education, *Black Leadership, *College Role, Curriculum Development, Economic Disadvantagement, Economic Progress, *Educational Change, Educational Objectives, Educational Quality, *Futures (of Society), Higher Education, Mergers, Middle Class Values, Occupational Mobility, Social Mobility, Social Systems, Social Values, Student Recruitment, Teaching Quality

When the first black colleges were founded more than a century ago they filled an important need for youth who were denied access to all but a few white institutions. Today these same private colleges must compete with more affluent, prestigious white colleges and universities for funding and for black students and teachers. They are losing in this competition. Black colleges should be given special consideration and assistance for two major reasons: (1) they have been dedicated to improving the quality of life for black citizens; and (2) they are the only institutions of higher education controlled by black people, and are thus most responsive to the needs and demands of the community. Without them, blacks as a distinct racial group lose their most effective vehicle for training leaders and for developing an economically and socially mobile middle class. Private black colleges will have to make bold, revolutionary changes to continue their contribution to black progress. Among the recommended changes are mergers, drastic curriculum changes, new approaches to student recruitment, and hiring the most highly trained teachers available. Underlying the proposed innovations is a concept of a "new college" that will address such contemporary issues as the role of values, beliefs, science, traditions, institutions, and social systems. (Author/MSE)

ED 168 455 HE 011 189

English, John C.

A Value-Centered Approach to the Western Tradition.

Pub Date-28 Oct 78
Note-17p.; Paper prepared for the Association for General and Liberal Studies (Des Moines, Iowa, October 28, 1978)
Pub Type- Speeches/Meeting Papers (150) - Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-College Instruction, Course Evaluation, *Course Objectives, Ethical Instruction, *General Education, Higher Education, *Humanistic Education, Humanities, *Moral Development, Social Attitudes, *Values, *Western Civilization
Identifiers-Baker University KS

A general education course for sophomores at Baker University entitled Shaping of Western Thought'' is described. The goals of the university's general education program are enumerated and the ways in which this course serves those purposes are discussed. Focus in the course is on both personal and social values. Three values love, peace, and freedom are examined. Alternative definitions of these ideas, as they have emerged from particular historical contexts, and their manifold implications for individuals and groups are considered. The contexts in question are great cities in the Western tradition, such as Athens, Rome, Paris, London, and New York. It is hoped that students will come to appreciate the interrelationships between the ideas and attitudes that individuals and groups cherish and the natural and social environments in which they live and work. A brief evaluation of student response to the course is also provided. (Author/LBH)

ED 168 503　　　　　IR 006 994

Eight Key Issues for the White House Conference on Library and Information Services.
American Society for Information Science, Washington, D.C.
Pub Date-78
Note-33p.
Pub Type- Opinion Papers (120)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Costs, Financial Support, *Information Centers, *Information Dissemination, Information Needs, Information Science, Information Sources, *Libraries, Library Technical Processes, National Programs, Policy Formation, Privacy, *Technological Advancement
Identifiers-Library of Congress

Presented as a public service in anticipation of the October 1979 White House Conference on Library and Information Services, the eight papers in this booklet call attention to the key issues which the American Society for Information Science (ASIS) believes have developed from proliferating information and for technological advances. Each of the brief papers is intended to serve as a 'launching pad' for further discussion on specific topics: Information as a National Resource,'' Joseph Becker; Information Literacy' Awareness of and Access to Information Resources,'' Alan R. Benenfeld; Costs and Funding of Libraries and Information Centers,'' Ralph E. O'Dette; The Library of Congress and Its Nationwide Cataloging Support Services,'' Lenore S. Maruyama; Proprietary Rights Versus the Public's Need for Information and Data Resources Stored in Various Media,'' Douglas E. Berninger; The Role of the Private Sector in Serving National Information Needs,'' Paul Zurkowski; Benefits of Information Science,'' Andrew A. Aines; and Policies to Coordinate Information Resources,'' Vernon E. Palmour. An article by Esther E. Horne and Gerald J. Sophar provides a brief overview of the papers. (JD)

CETA Comes to College.

California Community and Junior Coll. Association, Sacramento.
Pub Date-14 Nov 78
Note-41p.
Pub Type- Reports - Research (143) - Reports - Descriptive (141)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Advisory Committees, Agency Role, Community Colleges, Employment Opportunities, *Employment Programs, Equal Opportunities (Jobs), *Federal Legislation, *Government School Relationship, Interagency Coordination, Job Development, Job Training, *Junior Colleges, Local Government, *Program Administration, Youth Employment
Identifiers-California Prime Sponsors, *Comprehensive Employment and Training Act 1978, United States

After outlining the purposes and approaches of the eight titles contained within the Comprehensive Employment and Training Act (CETA), and reviewing local, state, and federal roles in implementing CETA programs, this paper presents the results of a survey of selected California Prime Sponsors and community colleges with CETA programs. The study focused on: the composition and functions of the advisory board; administrative provisions for coordinating programs; Sponsor contracts; liaison with employment development departments; and the programs themselves. The study revealed many different ways to establish and operate a CETA program and provide for local, interagency involvement, but stressed the importance of close communication between the management staff of all agencies so that CETA regulations and the potential for conflict with college policies can be fully understood. There were numerous training programs which segregated CETA employees/students from non-CETA participants, though the study revealed that such segregation did not serve the legislative intent as effectively. A final conclusion of the study stressed the need for legislative action in order for community colleges to participate fully in CETA training efforts and expand their service to youth who are out of school, but under 18. Appendices contain a glossary, survey questions, and a bibliography. (MB)

ED 168 647 JC 790 229

Statewide Master Plan for the Public Community Colleges of Illinois: RAMP/CC 1979.

Illinois Community Coll. Board, Springfield.
Pub Date-Mar 79
Note-74p.; Appendices showing by college enrollment projections, educational outcomes, personnel data, and capital facilities data have been deleted due to small size of type. Not available in hard copy due to marginal reproducibility of original document
Pub Type- Legal/Legislative/Regulatory Materials (090)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-Community Colleges, Curriculum Planning, *Educational Finance, *Enrollment Trends, Facility Planning, *Junior Colleges, Nontraditional Students, Operating Expenses, Personnel Needs, State Aid, *Statewide Planning
Identifiers-*Illinois

The first sections of this Master Plan outline the history of the Illinois Public Community College System and its mission and scope. The next section deals with enrollment projections in terms of the changes in the state's population, and implications for enrollments; the decreasing college-going rate of high school graduates; increased competition for students; economic conditions; recent enrollment trends; and the enrollment projections of the Community College Board and the colleges. The Plan provides for increases in the following areas: cooperative educational arrangements, training programs in new and existing industries, educational services to academically disadvantaged students, and continuing education programs for adults and senior citizens. Community college educational outcomes are considered in terms of instructional areas, community education/non-credit courses and their outcomes, community services, outcomes in instructional areas, comparison of credit hours generated by the colleges, and educational outcomes from follow-up studies and the statewide transfer study. Personnel requirements and salary costs, both current and projected, are examined, and operating finance requirements and funding plans are presented. In addition, capital finance and facilities are discussed, and alternatives to the present criteria for capital construction are offered. Data tables are included. (MB)

ED 168 706 PS 010 474

Children at the Center: Final Report of the National Day Care Study. Executive Summary.

Abt Associates, Inc. Cambridge, Mass.
Spons Agency-Administration for Children, Youth, and Families (DHEW), Washington, D.C.
Pub Date-Mar 79
Contract-105-74-1100
Note-38p.
Pub Type- Reports - Evaluative (142)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*Child Care Centers, Child Care Workers, *Class Size, Costs, *Day Care Services, Early Childhood Education, Educational Policy, Infants, *Policy Formation, Preschool Children, *Program Effectiveness, *Student Teacher Ratio
Identifiers-*Caregiver Qualifications

This executive summary of the final report of the National Day Care Study (NDCS) of March 1979 summarizes findings and policy recommendations, gives the background to the study and presents findings on quality and costs of center-based day care. Recommendations for federal regulations for preschool children, infants and toddlers, center characteristics, regulatory language and monitoring guidelines are indicated. The major cost/effects study of center-based day care for preschool children was conducted between 1974 and 1978 in 67 day care centers in Atlanta, Detroit and Seattle. Data from the major study and two supporting studies, a smaller research effort focusing on center day care for infants and toddlers and a national telephone survey of 3100 randomly selected centers, were analyzed. The NDCS found that higher quality care is associated with two low-cost ingredients (smaller groups of children and caregivers with child-specific education/training). The number of classroom staff per group (caregiver/child ratio) was not an important contributor to quality within the policy-relevant range of 1:5 to 1:10. Ratio was strongly related to differences in cost. Regulatory language and rules used to monitor compliance were found to influence center practices as much as the content of the regulations. The study concluded that revision of current federal day care regulations could allow the government to buy better care at slightly lower cost. More children could be better served within current budgets. (Author/RH)

ED 168 814 SE 025 990

Energy on Film.
New York State Alliance to Save Energy, Inc., New York.
Pub Date-78
Note-32p.
Available from-New York State Alliance to Save Energy, Inc., Attn: Energy on Film, 36 West 44th Street, Room 709, New York, New York 10036 ($3.00)
Pub Type- Guides - Classroom - Learner (051)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*Audiovisual Aids, *Educational Resources, Elementary Secondary Education, *Energy Conservation, Environmental Education, *Films, Filmstrips, Instructional Materials
Identifiers-*Alternative Energy Sources, *Energy Education

This publication is a guide to films on energy conservation issues. The first section is a film source index which lists the organizations, their addresses and telephone numbers. The main body of the publication lists and describes films. This film listing is organized by topics to which the films relate. Topics include: (1) What is energy?; (2) Sources of energy; (3) Energy issues and options; (4) The energy crisis; (5) Energy conservation; and (6) Energy and the environment. For each film listed a description of its contents and length is given along with the film source. Some of the items listed are film strips and audiovisual materials packages. (MR)

ED 168 839 SE 026 917

Mathematical Problem Solving Project Technical Report III: Module Development and Formative Evaluation. Appendix A - Evaluation Instruments and Forms.

Indiana Univ., Bloomington. Mathematics Education Development Center.
Spons Agency-National Science Foundation, Washington, D.C.
Pub Date-May 77
Grant-NSF-PES-74-15045
Note-17p.; For related documents, see SE 026 911-934
Pub Type- Reports - Research (143)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Educational Research, Elementary Education, *Elementary School Mathematics, *Formative Evaluation, *Mathematics Education, *Problem Solving, *Program Evaluation, Questionnaires, Units of Study
Identifiers-*Mathematical Problem Solving Project

These instruments were used in the evaluation of the problem-solving modules used in the Mathematical Problem Solving Project "Module Development and Formative Evaluation." Forms presented are: (1) teacher's instruction sheet-evaluation; (2) time record-instructional booklet; (3) time record-problem deck; (4) lesson rating form; (5) teacher debriefing questionnaire, instructional booklet; (6) inservice meetings, discussion questions. (MP) ...

ED 168 341 FL 010 182

Turkish: A Guide to the Spoken Language.

Department of Defense, Washington, D.C.
Report No.-TM-30-318
Pub Date-75
Note-82p.; Not available in hard copy due to small print
Available from-Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (Stock No. 008-020-00463; $1.05)
Language-English; Turkish
Pub Type- Guides - Classroom - Learner (051) - Collected Works - Serials (022)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-*Autoinstructional Aids, *Communicative Competence (Languages), Conversational Language Courses, *Language Guides, Language Instruction, *Language Skills, *Pronunciation Instruction, *Second Language Learning, Speech Communication, Standard Spoken Usage, Travel, *Turkish, *Vocabulary Development

This Turkish phrasebook is intended as a guide to pronunciation and useful words and phrases. All entries are given first in English, followed by the Turkish word in simplified English phonetic spelling, with the Turkish spelling in parentheses. The Useful Words and Phrases,'' dealing with subjects such as directions, greetings, numbers and requests, are followed by Additional Expressions'' and Fill-in Sentences.'' Important Signs'' and an alphabetical English-Turkish word list complete the phrasebook. (AM)

ED 168 436 HE 011 146

Beach, Mark

A Bibliographic Guide to American Colleges and Universities from Colonial Times to the Present.

Pub Date-75

Note-320p.

Available from-Greenwood Press, 51 Riverside Avenue, Westport, CT 06880 ($17.50)

Pub Type- Books (010) - Historical Materials (060) - Reference Materials - Bibliographies (131)

Document Not Available from EDRS.

Descriptors-*Colleges, *Educational History, *Higher Education, Historical Reviews, *Historiography, Institutional Administration, Organizational Development, *Postsecondary Education As a Field of Study, *Universities

Identifiers-*Institutional History

Citations are provided of major books, articles, and dissertations relating to the history of specific institutions of higher education in the United States. The book is intended to help persons learn about the history of institutions, and by its subject index, to give a subject guide to historical writing about higher education. All entries are listed by state, under the names of the institutions to which they refer. Only materials that describe the growth of a particular school, portray the life of an individual closely affiliated with an institution, or describe the relationship between the school and one of its constituencies are included. (MSE)

ED 168 477 IR 006 964

Perry, Larry S.

How to Locate Information Concerning Asian Studies. Bibliographic Series No. 11.

Arkansas Univ., Fayetteville. Mullins Library.

Pub Date-76

Note-20p.

Pub Type- Reference Materials - Bibliographies (131) - Collected Works - Serials (022)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Asian Studies, Book Catalogs, Indexes (Locaters), *Library Materials, *Reference Materials, Serials, University Libraries

This selected bibliography of materials in the field of Asian Studies held by the Arkansas University library includes general and area specific atlases, bibliographies, catalogs and checklists, chronologies, current affairs publications, dictionaries, directories, encyclopedias and guides, handbooks, periodicals and periodical indexes, yearbooks, and serials. Specific areas covered include Burma, China, India, Indonesia, Japan, Korea, Laos, Malaysia and Singapore, Nepal, the Philippines, Thailand, and Vietnam. Complete bibliographic citations are given, including call numbers. (MBR)

ED 168 545 IR 007 079

Katz, Ruth M. Freeman, James E.

Satellite-Based Delivery of Continuing Education and Training Programs in Five User Communities. Report I and II, Parts 1-7.

Denver Univ., Colo. Research Inst.

Spons Agency-National Inst. of Education (DHEW), Washington, D.C.

Report No.-IE-7863/G49

Pub Date-Mar 78

Contract-400-77-0109

Note-214p.

Pub Type- Reports - Descriptive (141)

EDRS Price - MF01/PC09 Plus Postage.

Descriptors-Adult Education, American Indians, Budgets, *Communication Satellites, Community Colleges, *Delivery Systems, *Inservice Education, Libraries, Older Adults, Planning, *Professional Continuing Education, *Telecommunication, *Training, Vocational Rehabilitation

The strategies and resources necessary to achieve operational, self-supporting status in the use of satellite-based delivery systems for continuing education and training are described in the context of a four year plan. User populations include vocational rehabilitation, aging, Indian-controlled community colleges, other community colleges, and libraries. A detailed needs analysis for each of the user groups is presented, followed by descriptions of the training needs for these groups, their financial base, and the capabilities of the group sponsoring institutions. Various delivery systems applicable to educational programming are also discussed, including microwave transmission, satellites, telephone, cable television, and combinations of these. The Denver Research Institute's plan to use experimental satellites during the first year of the project and commercial systems thereafter is documented and the technological considerations are discussed. An overall organizational and management plan for the project is provided, including schedules and activities. A profile of each of the five year groups and letters of commitment are appended. The final part contains the four year budget. (RAO)

List of Approved Programs for State Technical Colleges.
Alabama State Board of Higher Education, Montgomery.
Pub Date-19 Dec 78
Note-31p.
Pub Type- Reference Materials - Directories/Catalogs (132)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-College Majors, *Courses, Degrees (Titles), State Colleges, *Technical Education, *Technical Institutes, *Validated Programs, Vocational Education
Identifiers-*Alabama

This list, developed by the Alabama State Board of Higher Education to serve as a reference listing of approved Associate of Applied Technology programs for the 28 state technical colleges, was reviewed and approved by the institutions and the State Superintendent of Education. It lists by school the approved programs, and individual courses taught at the colleges. The Office of Education number for each course and program is included. (MB)

ED 168 298 FL 010 062

McCarus, Ernest N. Hunwick, John, Ed.

Report on the Joint Evaluation Session of Intensive Overseas Language Programs.

Bureau of Postsecondary Education (DHEW/OE), Washington, D.C. Div. of International Education.
Pub Date-Jun 78
Note-174p.
Pub Type - Reports - Descriptive (141)
EDRS Price - MF01/PC07 Plus Postage.
Descriptors-Information Dissemination, *Intensive Language Courses, International Educational Exchange, International Programs, *Language Instruction, *Language Programs, Program Coordination, Program Evaluation, *Second Language Learning, Student Evaluation, *Study Abroad, Testing

A report is presented on the joint evaluation session of intensive overseas language programs. The evaluation session was attended by representatives of the following federally-funded programs: American Institute of Indian Studies, Berkeley Urdu Language Program in Pakistan, Center for Arabic Study Abroad (Cairo), Cooperative Russian Language Program at Leningrad State University, Indonesian Language Abroad, Inter-University Center for Japanese Language Studies in Tokyo, and Inter-University Program for Chinese Language Studies in Taipei. The goals of the session were: (1) to share more broadly the rationale, experiences, methods, and problems of each of the participating groups; (2) to develop a mechanism which would lead to a continuing dialogue among the programs for the maximum dissemination and sharing of exemplary practices; (3) to discuss the development of a common procedure for student pre-testing and post-testing as well as teacher and general program evaluation; and (4) to prepare a report of the session to increase awareness of the programs in the foreign language and areas studies communities at home. Detailed accounts of the curriculum, student selection procedures, administrative organization, and background of the different programs are provided. Recommendations of the 12 study groups and suggestions concerning the effective administration of foreign language centers are offered. Two short reports and data are appended. (SW)

ED 168 321 FL 010 155

Useful Phrases in English: Samoan. Language SOS.
Los Angeles Unified School District, Calif.
Pub Date-74
Note-27p.; A cassette is available to accompany the text.
Available from-Publications Unit, Los Angeles Unified School District, 450 N. Grand, Rm. G230, Los Angeles, California 90012
Language-Samoan; English
Pub Type- Guides - Classroom - Learner (051) - Reference Materials - Vocabularies/Classifications (134)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*Basic Skills, Grammar, *Instructional Materials, *Language Instruction, *Pronunciation Instruction, *Samoan, *Second Language Learning, Sentences, Uncommonly Taught Languages, *Vocabulary
Identifiers-*KEYS Project, Knowledge of English Yields Success Project, Phrasebooks

This English-Samoan phrase book is designed for the English speaking person learning Samoan. The useful phrases and vocabulary words are divided into eleven sections: basic needs and safety; greetings and amenities; getting acquainted; directions and classroom articles; calendar, numbers, and time; subjects; shapes, sizes, and colors; body parts and body actions; spatial relations and relative terms; family; and community. In each section the entries include the English phrase and the Samoan translation. A pronunciation guide to Samoan is appended. (NCR)

ED 168 361 FL 010 222

Faerch, Claus

Complexification'' and Communicative Potential'' - Two Basic Notions in the Description of Learner Language.

Pub Date-Sep 78

Note-18p.; Paper presented at the Internationales Kolloquium uber Fragen der Kontrastiven Linguistik und der Ubersetzungswissenschaft (Trier, Saarbruchen, Germany, September 25-30, 1978)

Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Communicative Competence (Languages), Comparative Analysis, Complexity Level, *Contrastive Linguistics, Discourse Analysis, English, English (Second Language), Error Analysis (Language), *Language Instruction, Language Learning Levels, *Language Proficiency, Language Research, *Linguistic Performance, Research Methodology, *Second Language Learning, Verbal Communication

Identifiers-Danish, *Interlanguage

This study focused on linguistic analyses used in the PIF Project (Project in Error Analysis, Interlanguage Studies and Contrastive Linguistics), an ongoing study of learner language and a project in foreign language pedagogy. For the project, 120 Danish learners of English were divided into 12 groups representing different Danish educational levels. Testing materials, several of which were computerized for multiple linguistic analyses, consisted of an oral and a written summary of a film, essays in English and Danish on set topics, and a video-taped 20 minute conversation with a native speaker of English. Analyses used included performance analysis, an expansion of traditional error analysis to include correct aspects of learner language, which can be broken down into: (1) linguistic performance analysis, dealing with phonological, syntactic, lexical and pragmatic properties of native or foreign language samples, and especially with the notion of complexification,'' a process leading to increased correctness; and (2) communicative performance analysis, a measurement of communicative potential. Also used in the project were developmental performance analysis, which deals with stages of foreign language development, and contrastive performance analysis, i.e., comparing the learner's performance in his native and foreign languages or comparing the learner's and the native speaker's performance of the language in question. Implications for further interlanguage studies and pedagogical research are discussed. (MHP)

ED 168 381 HE 010 935

Pike, Robert M. And Others
Innovation in Access to Higher Education.
International Council for Educational Development, New York, N.Y.
Spons Agency-Volkswagen Foundation, Hanover (West Germany).
Pub Date-78
Note-321p.; For related documents see HE 010 920, HE 010 921, HE 010 933, HE 010 967
Available from-Interbook, Inc. 13 E. 16th St., New York, NY 10003
Pub Type- Collected Works - General (020) - Books (010) - Information Analysis (070)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-*Access to Education, Case Studies, *Comparative Education, Educational Alternatives, *Educational Change, Enrollment Trends, *Equal Education, External Degree Programs, *Foreign Countries, Governance, Government School Relationship, *Higher Education, Open Enrollment, *Part Time Students, Public Policy, Undergraduate Study
Identifiers-Canada, England, Great Britain, Ontario, Scotland, Sweden, Wales

Three essays are collected in this study of access to higher education in other countries: Part-Time Undergraduate Studies in Ontario,'' by Robert M. Pike; Access to Higher Education in England and Wales,'' by Naomi E. S. McIntosh; and Strategies for a Broader Enrollment in Swedish Higher Education,'' by Urban Dahllof. The first essay explores the larger opportunities that part-time studies provide for access, the clientele, and the impact of such studies on higher education institutions, within the context of postsecondary education in Ontario. In this essay, concern is limited to part-time undergraduate study for degree credit. The second essay looks at the post-1945 expansion of higher education in Great Britain, concentrating on the last fifteen years. The objectives are to chart the nature and causes of the expansion, to examine how increased access has affected and been affected by government policy, to determine whether the expansion in numbers has led to a greater equality of opportunity, and to look for indications of future developments in this area. The third essay describes the recent reorganization of the Swedish system of colleges and universities, the latest step in an overall reform of education in that country. Case studies are provided on distance courses and other forms of external study, and a new general admissions policy. (MSE)

Luciano, Ann C.
College Preference Survey: A Research Component in Marketing Higher Education.
College of St. Rose, Albany, N.Y.
Pub Date-14 Oct 78
Note-16p.; Paper presented at the annual conference of the North East Association for Institutional Research (5th, Pennsylvania State University, October 12-14, 1978)
Pub Type- Reports - Research (143) - Tests/Questionnaires 160)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Career Planning, Church Related Colleges, College Administration, *College Choice, College Environment, College Faculty, College Students, Employment Services, Higher Education, High School Students, *Marketing, Publicize, *Public Relations, School Community Relationship, Secondary School Counselors, Student Employment, Student Interests, *Student Opinion, *Student Recruitment
Identifiers-*College of Saint Rose NY, *Institutional Image

The College of Saint Rose, Albany, New York, conducted surveys about the image of the college with random samples of its students, high school seniors, high school guidance counselors, and the college's faculty and administration. Four similar surveys were developed. The students' surveys had three parts: demographic data, data on the ideal college, and comparison of four area colleges. The staff surveys contained the same sections, but the respondents were asked to respond as they thought students would respond. Based on the findings, four major recommendations were made: the total public relations program of the college should be re-evaluated and strategies should be designed to yield greater awareness of the college in general and to strengthen the college's market position; alternatives for new and/or restructured programs that respond to the interests of high school students should continually be explored; a campus atmosphere that incorporates more of the elements that students believe necessary to college life should be established; and career counseling and job placement services should be made a marketing focus for the college. Specific courses of action were suggested. A copy of the college preference survey for high school seniors is included. (SW)

ED 168 456 HE 011 190

English, John C.

General Education: Does It Have a Future?

Pub Date-17 Feb 79

Note-11p.; Paper presented at the Higher Education Issues Conference sponsored by the Kansas City Regional Council for Higher Education (Kansas City, Kansas, February 17, 1979)

Pub Type- Opinion Papers (120) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Attitudes, *College Curriculum, College Environment, *College Role, Curriculum Development, Definitions, Educational Objectives, *Ethical Instruction, *General Education, Higher Education, Liberal Arts, *Moral Development, Political Influences, Public Opinion, *Values

Three issues regarding general education are addressed in this paper: What does ``general education'' mean? Why do many faculty members and the public have little regard for general education? Can general education be established as an important part of the college curriculum? It is suggested that a concern for moral values is an important part of general education, and indifference to general education reflects society's uncertainty and confusion regarding values. It is noted that the proponents of general education have been slow to adapt to the post-World War II expansion of American colleges and universities, and they have not stated as clearly as possible the goals of general education, leaving themselves open to charges of irrelevance and mediocrity. Those who want to establish general education as an important part of the curriculum should realize that the college is an intensely political institution and should be prepared to participate in the campus political process. It is concluded that there needs to be congruence between the stated objectives of general education and the actions of the college faculty and administration. (Author/LBH)

ED 168 525 IR 007 025

Sinclair, Dorothy

The SAFARI'' Method of Collection Study and Cooperative Acquisition for a Multi-Library Cooperative. A Manual of Procedures.

Cleveland Area Metropolitan Library System, Ohio.
Spons Agency-Office of Education (DHEW), Washington, D.C.
Pub Date-77
Note-64p.; Best copy available
Available from-Cleveland Area Metropolitan Library System, 11000 Euclid Avenue, Cleveland, Ohio 44106 ($2.00; paper copy)
Pub Type- Guides - Non-Classroom (055) - Reports - Descriptive (141)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-Cooperative Programs, Data Collection, Evaluation Methods, *Library Acquisition, *Library Collections, *Library Cooperation, Library Materials, Library Networks, Library Programs, *Program Development, Program Planning
Identifiers-*Site Appraisal for Area Resources Inventory

This document examines the importance and difficulties in resource sharing and acquisition by libraries and introduces the procedures of the Site Appraisal for Area Resources Inventory (SAFARI) system as a method of comparative evaluation of subject collections among a group of libraries. Resource, or collection, sharing offers specific advantages, including costs, fast delivery, ease of direct user referral, and opportunities for regular conferences. The SAFARI method, which was designed to evaluate collections among a variety of types of area libraries for resource sharing, identifies topics to be studied, assembles statistical information, checks holdings, and sends a team of experts (faculty and librarians) into the member libraries to make a site appraisal and identify subject strengths. A detailed subject index and library profiles are published for member libraries. This procedures manual provides information on selecting a SAFARI topic, team selection, identification of libraries, procedures planning, information collection, and report preparation and distribution. Appended are sample forms and reports, and the Higher Education Act, Title II-B grant abstract and proposal. (CWM)

Fackelman, Mary P. Krekel, Kimberly A.

International Telecommunications Bibliography.

Office of Telecommunications (DOC), Washington, D.C.
Spons Agency-Office of Telecommunications Policy, Washington, D.C.
Report No.-OT-SP-76-7
Pub Date-Mar 76
Note-171p.; For related document, see IR 007 114
Available from-Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (1976-210-801/222)
Pub Type- Reference Materials - Bibliographies (131)
EDRS Price - MF01/PC07 Plus Postage.
Descriptors-Broadcast Industry, *Communication Satellites, Computers, Data Processing, Economic Factors, Educational Technology, Federal Legislation, *International Law, Planning, *Policy Formation, Space Sciences, *Telecommunication, Telephone Communication Systems, Television

This annotated bibliography covers international telecommunications, concentrating on reports with possible policy implications for the Office of Telecommunications Policy and other government/industry agencies. Since the scope of international telecommunications policy is broad, the bibliography attempts to provide a framework useful in defining the U.S. role or potential roles within the international telecommunications community. The framework reflects the general scope of international telecommunications that may be of importance to U.S. policy makers, including articles on the technology, economics, industry structures, and legal aspects of telecommunications systems worldwide. An international telecommunications community is inferred, its moods suggested, and its future predicted by various sources. Multinational and international telecommunications programs are documented, as well as telecommunications programs worldwide with only domestic applications. Articles cited on telecommunications in developed and developing countries include both domestic and international applications, emphasizing programs where economic support has originated outside the country. U.S. relationships with these telecommunications systems are documented in several chapters. This is the first of an anticipated series of annual bibliographies for the international telecommunications community and includes sources up to November 1975. (Author/RAO)

ED 168 588 IR 007 148

Young, Micki Jo And Others
Introduction to Minicomputers in Federal Libraries.
Library of Congress, Washington, D.C.
Spons Agency-Federal Library Committee, Washington, D.C.
Pub Date-78
Contract-A76-234
Note-155p.; Not available in hard copy due to small print size of original document
Available from-Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (LC 1.2:M 66/2)
Pub Type- Guides - Non-Classroom (055) - Reports - Descriptive (141)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-Computer Programs, *Computers, Computer Storage Devices, *Government Libraries, Library Administration, *Library Automation, Library Role, Man Machine Systems, Systems Approach, *Systems Development
Identifiers-*Minicomputers

This book for library administrators and Federal library staff covers the application of minicomputers in Federal libraries and offers a review of minicomputer technology. A brief overview of automation explains computer technology, hardware, and software. The role of computers in libraries is examined in terms of the history of computers and current evolving technology. An examination of microcomputers as a solution to library problems focuses on hardware and peripherals, including mass storage devices and man/machine interface devices. Systems software is discussed, with emphasis on program development aids, file management programs, operating systems, and applications. Criteria for system selection are identified, and library applications in the areas of acquisitions, cataloging, serials, circulation, interlibrary loan, reference and information services, and administration are explored. Based on these applications and requirements for space and personnel, guidelines are given for system selection and evaluation. The roles of the library, agency, federal government, and private sector in the application of minicomputers are discussed, as well as future trends. A glossary and systems specifications for procurement of minicomputer systems from the Library of Congress are appended. (CWM)

ED 168 610 JC 790 162

Blaha, Marjorie

Planning and Implementation of the Transition to Technology Program (TTT) at Evergreen Valley College, San Jose, California.

Evergreen Valley Coll., San Jose, Calif.
Spons Agency-Department of Health, Education, and Welfare, Washington, D.C.
Pub Date-Jan 79
Note-106p.; Page 50 of the original document has been deleted due to irreproducibility
Pub Type- Reports - Descriptive (141) - Reports - Evaluative (142) - Tests/Questionnaires 160)
EDRS Price - MF01/PC05 Plus Postage.
Descriptors-*Career Awareness, Career Choice, Community Colleges, Educationally Disadvantaged, Enrollment Trends, Females, *Industrial Technology, *Junior Colleges, Manpower Development, Minority Groups, Nontraditional Students, *Occupational Guidance, *Technical Education, Technical Mathematics, Vocational Interests
Identifiers-*Nontraditional Occupations

The purpose of the Transition to Technology Program (TTT) is to introduce persons who have traditionally not been exposed to technological education or careers to an overview of the basic concepts of technology and career options in technical fields. Women, minorities, and the economically and educationally disadvantaged, those groups with low representation in technical education and employment, comprise the primary audience for the program. TTT is a one-semester, nine-hour per week, team-taught interdisciplinary program. Components are modularized and include career advisement and guidance and basic instruction in manufacturing materials and processes, industrial graphics, electronics, computers, and technical mathematics. Course techniques include lecture, small and large group discussions and instruction, speakers from and field trips to local industry, demonstrations, and opportunities for skills development. Following a discussion of program costs and descriptions of the implementation, evaluation, and revision of the program, appendices illustrate its various aspects. These cover: (1) the projected distribution of 166,500 job opportunities among major occupational groups in Santa Clara County; (2) enrollments and student characteristics in occupational programs; (3) student math background; (4) TTT evaluation report and instrument; (5) field trip questionnaire; (6) course development guide; and (7) course outlines. (MB)

Tatham, Elaine L.

Using Research and Planning in Marketing at Two Year Colleges: Analyzing Enrollment Trends, Retention of Students and Educational Needs.

Pub Date-Apr 79
Note-34p.; Paper presented at the Workshop of the National Council for Research and Planning (Chicago, Illinois, April 27-28, 1979)
Pub Type- Speeches/Meeting Papers (150) - Numerical/Quantitative Data (110) ()
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*College Bound Students, College Choice, College Freshmen, Community Colleges, *Enrollment Influences, *Enrollment Trends, Junior Colleges, *Junior College Students, National Norms, *Research Reviews (Publications), *School Holding Power, School Surveys, Student Characteristics, Student Interests, Student Needs
Identifiers-*Student Objectives

Studies of the Plans of high school students and the characteristics of first-time freshmen can reveal trends in community college enrollments that should be considered in marketing. Studies at Johnson County Community College (JCCC) reveal the continued importance of meeting the needs of the 18 to 20 year old student who is still strongly represented among full-time students and among the group that attended another college the previous year. One such study surveyed 2,000 high school students in the JCCC service area as to their goals, plans, and reasons for selecting a given college. National trends, such as those pointed to in the freshmen surveys conducted by the American Council on Education and the report of the National Center for Educational Statistics are also important to marketing. Trends have emerged in percentages of males and females, percentages of part-time students, reasons for attending college and for selecting a specific college, anticipation of success, educational objectives, and social values. Another concern of many colleges is the non-returning student. Studies in this area have focused on reasons for not returning and student characteristics. An additional variable to be considered is student intent. A JCCC study compared the number of students who intended to graduate with total enrollments and total graduates. An appendix presents survey results. (AYC)

ED 168 687 PS 010 450

Lubin, Gerald I., Ed. And Others

Piagetian Theory and Its Implications for the Helping Professions. Proceedings of Interdisciplinary Conference (7th, Volume II, University of Southern California, February, 1978).

Spons Agency-Children's Hospital, Los Angeles, Calif.; University of Southern California, Los Angeles. School of Education.

Pub Date-78

Note-466p.; For related document see ED 160 191

Available from-Mail Order Department, USC Bookstore, University of Southern California, University Park, Los Angeles, California 90007 (Paper, $12.00)

Pub Type - Reports - Evaluative (142)

Document Not Available from EDRS.

Descriptors-Academically Gifted, Adolescents, Adults, *Child Development, Classification, *Cognitive Development, Concept Formation, *Conceptual Schemes, Conservation (Concept), *Curriculum Development, Developmental Stages, Early Childhood Education, *Educational Theories, *Evaluation, Handicapped Children, Language Development, Mathematics Curriculum, Reading Ability

Identifiers-*Piaget (Jean)

This book contains papers presented at the Seventh Interdisciplinary Conference on Piagetian Theory and the Helping Professions. More than 40 papers are included. Areas explored in the papers include: the impact of Piagetian theory on educational policy and aspects of language acquisition and cognitive development in early childhood; theoretical perspectives on learning in mentally retarded children and adolescents and the teaching strategies exmployed; developmental instruments for the assessment of classification, seriation, conservation and representational space concepts in the school-age child; the relationship between the performance of gifted preschoolers and Piagetian levels of cognition; methodological perspectives on the study of the development of children's art, intellect, and physical growth; the relationships between different stages of Piagetian tasks and the cognitive abilities of college students; the impact of Piagetian theory on curriculum development; Piagetian-based theories of reading, language, and mathematics education; the comparative positions of Piaget and Guilford, and the use of Piagetian concepts to further humanistic education. References and citations for all papers in Volumes I and II, as well as order information for previous conference proceedings are included. (CM)

ED 168 725 PS 010 504

Braun, Bonnie Wilson, Elaine
Energy Education: The MIZER Series.
Oklahoma State Univ., Stillwater. Div. of Home Economics.
Pub Date-78
Note-67p.; Special funding was provided by the Presidential Challenge Grant of Oklahoma State University
Available from-Student Union Bookstore, Oklahoma State University, Stillwater, Oklahoma 74074 ($3.00)
Pub Type- Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-Early Childhood Education, *Energy, *Energy Conservation, Home Programs, Kindergarten Children, *Learning Activities, Parent Participation, Preschool Children

This preschool curriculum guide for energy education provides concepts and activities designed to develop an awareness of energy, an interest in understanding energy and a sense of ability and responsibility to use energy wisely. The guide provides language, science, math, social studies, art, physical education and music experiences appropriate for small or large groups of children. An ageless non-sexist MIZER sun-symbol (a puppet or bulletin board figure) is essential to the program as a means of personifying abstract concepts and integrating diverse activities. The guide has five major sections organized around the ideas of understanding basic energy transfer, using energy wisely and sources of energy. Letters from MIZER are included in the fifth section as a means of extending the school-based program to activities and games for the family at home. Field testing suggests that progress through the curriculum should be slow in order to give the children and their families time to acquire and respond to the energy education ideas and activities. Simple activities and basic materials proved better than more elaborate implementations for instructing young children. A Household Energy Management Checklist and a family survey letter are included in the guide. (Author/RH)

ED 168 743 RC 011 059

Haythorne, Owen And Others

Natives of North America: A Selected Bibliography to Improve Resource Availability in Native Studies Programs.

Spons Agency-Alberta Dept. of Education, Edmonton.
Pub Date-74
Note-296p.; Not available in hardcopy due to small print size of original document
Pub Type- Reference Materials - Bibliographies (131) - Guides - Classroom - Learner (051)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-American Indians, Book Lists, *Canada Natives, Childrens Books, Cross Cultural Studies, *Cultural Awareness, *Elementary Secondary Education, Information Sources, Instructional Materials, Publishing Industry, Resource Guides, *Resource Materials, Tribes
Identifiers-American Indian Education, *American Indian Studies, *Canada

Curriculum material citations relevant to the Native peoples of Alberta, Canada, were assembled into a bibliography that includes books, multi-media materials, periodicals, and other educational resources. The classroom teacher searching for Native Studies materials was kept especially in mind as the project progressed. Criteria for selection included availability, pertinence to Native groups in Alberta, and quality of the item according to format, intercultural sensitivity and avoidance of ethnocentricity. The master list of the bibliography is divided into sections on books, multi-media materials, periodicals, and additional resources. Other sections include a listing of titles only and a subject index of common culture area references. Both provide additional means of access to the master list. The book portion of the bibliography lists 508 titles alphabetically by author and is keyed to primary, junior and senior levels. Annotations describe content and sometimes comment on inherent values or shortcomings. The multi-media portion lists phonotapes, video tapes, films, study kits, filmstrips, slides, etc., and includes material that may be rented as well as purchased. The periodicals section lists 49 periodicals and newsletters, and the additional resources section reports on other information sources, programs, projects, tours, charts, posters, etc. The final portion of the document lists book publishers, film distributors, and distributors for each. (DS)

ED 168 761 RC 011 236

Interstate Migrant Education Task Force. Second Interim Report: Findings and Recommendations. Report Number 116.

Education Commission of the States, Denver, Colo.
Spons Agency-Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C. Div. of Compensatory Education.
Pub Date-Nov 78
Note-33p.; For related document see ED 153 747
Available from-Interstate Migrant Education Project, Education Commission of the States, Suite 300, 1860 Lincoln Street, Denver, Colorado 80295
Pub Type- Reports - Evaluative (142)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*Academic Records, Communications, Coordination, *Early Childhood Education, Educational Objectives, Federal Legislation, Government Role, Interagency Cooperation, *Interstate Programs, Local Government, *Migrant Education, Migrant Health Services, *Parent Participation, Program Coordination, State Boards of Education, State Government
Identifiers-*Interstate Cooperation, *Interstate Migrant Education Task Force, Migrant Student Record Transfer System

In its second year the Task Force identified four areas for in-depth analysis, deliberation, and recommendations development: early childhood education, planning for intra- and interstate coordination of migrant education, academic information and credit exchange, and parent involvement. Because migrant families may need educational and other human services of several states in the course of a year, the need for effective intra- and interstate cooperation and communications is great. Preschool care and records transmittal for secondary students are also important. Federal and state legislatures should enact early childhood education legislation supported with adequate funding. All agencies receiving federal funds for migrant children should utilize the Migrant Student Record Transfer System (MSRTS), which should be expanded and updated to include health information, student individualized education plans, and student credit accrual. To further enhance chances for student success and graduation, and to increase interstate continuity in migrant education program planning, the U.S. Office of Education, governors, state legislatures, and boards of education should adopt policies that encourage cooperation at all levels and in all agencies. There are no recommendations regarding parent involvement due to lack of consensus. These recommendations combined with those of the First Interim Report provide the basis for continued Task Force efforts. (SB)

ED 168 778 RC 011 257

Muse, Ivan D. Stonehocker, Loya

A Study of Small Rural High Schools of Less Than 200 Students: Perceptions of Teachers and Administrators.

Pub Date-Apr 79
Note-77p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, California, April 8-12, 1979) ; Some pages marginally legible
Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)
EDRS Price - MF01/PC04 Plus Postage.
Descriptors-*Administrator Attitudes, Administrator Background, Administrator Education, Evaluation, *High Schools, Inservice Teacher Education, Preservice Education, Rural Education, Rural Environment, *Rural Schools, *Small Schools, *Student Problems, *Teacher Attitudes, Teacher Background, Teacher Education
Identifiers-*United States (West)

Staffs of 32 small Western rural high schools with fewer than 200 students were the focus of a study designed to: generate attitudinal profiles'' of teachers and principals about rural teaching, teachers, and students; compare profiles of teachers with those of principals to determine possible sources of conflict; learn schools' strengths and weaknesses; indicate some directions to help alleviate rural education problems; and seek teacher opinion regarding preservice and inservice programs, teacher satisfaction and adjustment, and school problems. Rural teachers surveyed tended to have rural backgrounds, had taught an average of 6 to 10 years, and were basically content to remain in their current schools. Their initial adjustment difficulties resulted from inadequate rural facilities. Teachers felt rural schools offered more individual attention, better discipline, and closer teacher-student relationships, but weaker curricula and school-community relations. Teachers and principals agreed as to the seriousness of some student problems (alcoholism, and lack of parental support, educational goals, and motivation), but differed as to the seriousness of student vandalism and drug use. Such polarization contributed to poor morale and lessened effectiveness on occasion. It was also concluded that preservice programs needed some changes, including greater emphasis on rural experiences, and that inservice programs were inadequate. (SB)

ED 168 795 RC 011 277

George, K. M.

A Profile of Agriculture Students at Regional State Universities.

Spons Agency-Department of Agriculture, Washington, D.C.; Murray State Univ., Ky.; National Inst. of Education (DHEW), Washington, D.C.
Pub Date-78
Note-38p.; Publication contributes to USDA Cooperative State Research Service Southern Regional Project S-114, "Defining and Achieving Life Goals: A Process of Human Resource Development"
Pub Type- Reports - Research (143) - Numerical/Quantitative Data (110) ()
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*Agricultural Colleges, Agricultural Education, Aspiration, Attitudes, *Career Choice, College Students, Comparative Analysis, Educational Interest, Family Characteristics, Higher Education, *Land Grant Universities, Rural Population, *Southern States, Student Attitudes, *Student Characteristics, Student Financial Aid
Identifiers-Kentucky, *Murray State University KY, Southern Regional Research Project S 114, *Western Kentucky University

Southern Regional Research Project S-114 was initiated to obtain a better understanding of why students select agriculture as a college major and to study the factors related to their career choices; as a part of this study, in 1977 characteristics of agriculture students at two regional state universities in Kentucky were determined. The similarities and differences between students at Murray State University and Western Kentucky University with their counterparts attending the 1862 land grant universities in the South were also compiled. Agricultural students at the two regional schools were more rural, had greater numbers of parents working as full time farmers, and had more parents with lower incomes and educational attainment. Twice as many took agricultural courses in high school. Sixty-eight percent of the regional state university students expected to farm alone compared to 29 percent of the agriculture students in land grant universities. When asked to respond to statements on women's rights and ecological issues, the Kentucky students were more traditional in their views. Tabular data on all groups of respondents summarize background characteristics, high school and work experience, factors and people affecting career choices, college activities, financial support, educational aspirations and expectations, occupational and income expectations, attitudes, and perceptions on the field of agriculture and agriculture students. (DS)

ED 168 815 SE 026 588

Blake, Anthony J. D., Ed. Power, Colin N., Ed.
Research in Science Education, Volume 7. Proceedings of the Annual Conference of the Australian Science Education Research Association (8th, Riverina College of Advanced Education, Wagga Wagga, New South Wales, May 16-18, 1977).
Australian Science Education Research Association.
Pub Date-77
Note-233p.; For volume 6, see ED 143 501 ; May be marginally legible due to some small print
Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)
EDRS Price - MF01/PC10 Plus Postage.
Descriptors-College Science, *Conference Reports, *Educational Research, Elementary School Science, Elementary Secondary Education, Higher Education, *Instruction, *Science Education, Science Teachers, *Secondary School Science
Identifiers-*Research Reports

This volume contains papers presented at the eighth Annual Conference of the Australian Science Education Research Association held at Riverina College of Advanced Education in May, 1977. Paper topics include: (1) the nature of science problems; (2) logical connectives in science; (3) a model of cognitive processes; (4) measures of meaningful learning of intellectual skills; (5) primary school pupils' ability to see scientific problems in everyday phenomena; (6) an evaluation of the implementation of the junior secondary science syllabus in N.S.W.; (7) school factors affecting curriculum change in science; (8) the systems approach and its application to curriculum research; (9) formal schooling and the attitude of Papua New Guineans towards natural phenomena; (10) suggestions from China on the relevance of science instruction; (11) a student's eye view of the biology classroom; (12) teacher characteristics and pupil outcomes in secondary science classrooms; and (13) sex differences in student perceptions for and perceptions of learning outcomes and classroom activities in year-eleven biology. (BB)

ED 168 840 SE 026 918

Mathematical Problem Solving Project Technical Report III: Module Development and Formative Evaluation. Appendix B - Organizing Lists'' Quizzes and Data.

Indiana Univ., Bloomington. Mathematics Education Development Center.
Spons Agency-National Science Foundation, Washington, D.C.
Pub Date-May 77
Grant-NSF-PES-74-15045
Note-19p.; For related documents, see SE 026 911-934; Contains occasional light and broken type
Pub Type- Reports - Research (143)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Elementary Education, *Elementary School Mathematics, *Feedback, *Formative Evaluation, *Mathematics Education, *Problem Solving, *Program Evaluation, Tests, Units of Study
Identifiers-*Mathematical Problem Solving Project

This appendix to the Mathematical Problem Solving Project Module Development and Formative Evaluation'' contains trials 1 and 2 of the Organizing Lists quiz. Editorial feedback from teachers on the Organizing Lists booklet is given for trials 1 and 2. Editorial feedback from teachers on the Organizing Lists problem deck is given for trial 1. Frequency of students trying each problem in the Organizing Lists problem deck is given by difficulty level and by teacher group. (MP)

ED 168 342 FL 010 183

Italian: A Guide to the Spoken Language.
Department of Defense, Washington, D.C.
Report No.-TM-30-303
Pub Date-75
Note-63p.; Not available in hard copy due to small print
Available from-Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (Stock No. 008-020-00464-2; $0.85)
Language-English; Italian
Pub Type- Guides - Classroom - Learner (051) - Collected Works - Serials (022)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-*Autoinstructional Aids, *Communicative Competence (Languages), Conversational Language Courses, *Italian, *Language Guides, Language Instruction, *Language Skills, *Pronunciation Instruction, *Second Language Learning, Speech Communication, Standard Spoken Usage, Travel, *Vocabulary Development

This Italian phrasebook is intended as a guide to pronunciation and useful words and phrases. All entries are given first in English, followed by the Italian word in simplified English phonetic spelling, with the Italian spelling in parentheses. The Useful Words and Phrases,'' dealing with subjects such as directions, greetings, numbers, and requests, are followed by Additional Expressions'' and Fill-in Sentences.'' Important Signs'' and an alphabetical English-Italian word list complete the phrasebook. (AM)

ED 168 418 HE 011 122

Parsonage, Robert Rue, Ed.

Church Related Higher Education. Perceptions and Perspectives.

Pub Date-78

Note-344p.

Available from-Judson Press, Valley Forge, PA 19481 ($12.95)

Pub Type- Books (010) - Information Analysis (070)

Document Not Available from EDRS.

Descriptors-Case Studies, *Church Related Colleges, *Church Role, *College Role, Educational History, Educational Policy, Futures (of Society), *Higher Education, Institutional Research, Opinions, Quality of Life, *Religious Education

Identifiers-Institutional Self Evaluation

A two-year study and subsequent conference held in November 1977, sponsored by the National Council of Churches of Christ in the U.S.A., focused on the role of church-related colleges in higher education, and on their distinctive contribution to the churches, higher education, and the quality of life in America. In this report, a number of contributors and respondents address these issues: varieties of church-relatedness (myths, categories, examples, and essentials''); questions for institutional and denominational self-study; creative illustrations of the embodiment of church-relatedness; the history of church-relatedness in higher education; current denominational policies and studies in higher education; and future church-culture relations and their impact on church-related higher education. (MSE)

ED 168 437 HE 011 158

Facts About New England Colleges, Universities and Institutes. Seventeenth Edition, 1979.

New England Board of Higher Education, Wellesley, Mass.

Pub Date-79

Note-78p.; Not available in hard copy due to marginal legibility of original document

Available from-New England Board of Higher Education, 40 Grove Street, Wellesley, MA 02181 ($3.00)

Pub Type- Reference Materials - Directories/Catalogs (132)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-College Admission, *College Choice, College Curriculum, *Enrollment Rate, *Higher Education, *Institutional Characteristics, *Private Colleges, Resource Guides, *State Colleges, Student Costs, Tuition

Identifiers-Connecticut, Maine, Massachusetts, *New England, New Hampshire, Rhode Island, Vermont

A fact book about 260 New England colleges, universities, and postsecondary institutes presents addresses and telephone numbers, tuition and fees, room and board charges, levels of offerings, application deadlines, admission requirements, and enrollments. Summary tables, charts, and graphs describe the institutions on a state-by-state basis. Information is presented on where to apply for financial aid, including scholarship and loan programs, as well as veterans' benefits, and additional sources of information. Data on the following states are included: Connecticut, Maine, Massachusetts, New Hampshire, Rhode Island, and Vermont. Charts are presented that summarize numerical data reported for each degree-granting institution. The following tables are included: range of tuition and fees by state, 1978-79; range of room and board costs by state, 1978-79; types of institutions by state, 1978; total enrollment in degree-granting institutions, 1977; undergraduate enrollment, 1977; graduate and first-professional enrollment, 1977; non-degree enrollment, 1977; distribution of public enrollment by state, fall 1977; and distribution of private enrollment by state, 1977. (SW)

ED 168 478 IR 006 965

Ahrens, Joan

Biographical Sources: Literature. Bibliographic Series No. 13.

Arkansas Univ., Fayetteville. Mullins Library.

Pub Date-76

Note-8p.

Pub Type- Reference Materials - Bibliographies (131) - Collected Works - Serials (022)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Authors, *Biographical Inventories, *Library Materials, Literature, *Reference Materials, University Libraries

Identifiers-Arkansas University

Items listed in this bibliography of biographical materials on writers and poets were selected from the holdings of the Arkansas University library. Organized by geographic region, citations include encyclopedias, dictionaries, handbooks, bibliographies, and directories on British, American and English speaking, European, French, German, Austrian, Spanish speaking, and miscellaneous other authors. (MBR)

ED 168 504 IR 006 995

Rao, Pal V.
ERIC Data Access System (EDAS).
Pub Date-75
Note-13p.; Paper presented at CAUSE National Conference (New Orleans, Louisiana, December 15, 1978)
Pub Type- Reports - Descriptive (141) - Speeches/Meeting Papers (150)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-Computers, *Data Bases, *Information Processing, *Information Services, *On Line Systems
Identifiers-*ERIC

The ERIC Data Access System (EDAS) is an information retrieval system developed at Eastern Illinois University to access the Educational Resources Information Center (ERIC) database and make it available to Eastern faculty and students in a convenient and timely fashion. This paper describes briefly why and how Eastern developed and implemented this system, as well as how it is operated at the present time, and some future implications. (Author)

McKelvey, Robert And Others

An Inquiry into the Graduate Training Needs of Two-Year College Teachers of Mathematics.

Rocky Mountain Mathematics Consortium, Missoula, Mont.
Spons Agency-National Science Foundation, Washington, D.C.
Pub Date-79
Note-57p.; Not available in hard copy due to light type
Pub Type- Reports - Research (143)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-Community Colleges, *Educational Needs, *Junior Colleges, Mathematics Education, Mathematics Instruction, *Mathematics Teachers, *Needs Assessment, Role Perception, *Teacher Attitudes, Teacher Characteristics, *Teacher Education, Teacher Education Curriculum, Teacher Responsibility

About 10% of the approximately 6,000 two-year college mathematics teachers were surveyed to assess their views on graduate training needs in their field. A profile of these teachers revealed that two-thirds were less than 45 years of age, all but 6% held masters degrees, 22% were women, and over 60% had high school teaching experience; typically they spent 16 hours per week in the classroom and an additional 15 hours per week on other professional activities. They expressed considerable interest in applied mathematics and felt their teaching background was least adequate in that area. They felt their outstanding problem to be teaching unmotivated students. In terms of desirable professional qualities, the teachers believed it to be essential to think of oneself primarily as a teacher, to be able to move into new areas of teaching as the curriculum evolves, and to be willing to take on remedial courses. This can be contrasted with their perceptions of which activities were being rewarded by their colleges; these included administration, taking courses, and obtaining advanced degrees. Recommendations for the content of graduate programs included teaching internships, problem solving, and courses on methods for remedial mathematics. Continuing education interests included attending short courses and studying math applications to science and engineering. The survey instrument is included. (MB)

ED 168 648 JC 790 230

Research Needs and Priorities as Perceived by Community College Administrators in Illinois.

Illinois Community Coll. Board, Springfield.
Pub Date-Feb 79
Note-56p.; Best copy available
Pub Type- Reports - Research (143) - Numerical/Quantitative Data (110) ()
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-*Administrator Attitudes, Community Colleges, Community Surveys, Curriculum Research, Educational Research, *Institutional Research, *Junior Colleges, Longitudinal Studies, Needs Assessment, *Research Needs, *State Surveys, Trend Analysis
Identifiers-*Illinois

A survey was conducted of the principal decision-makers in each institution and district in the Illinois public community college system to determine research needs for statewide, interinstitutional, and locally conducted studies. Over 80% responded. The results indicated that the areas with the most pressing general statewide research needs were impact of the community college system on the community; system management and resource allocations; and curriculum and program needs and priorities. More specific needs on the state level were identified in the areas of techniques for decreasing student attrition; procedures and standards for awarding credit for life experience; longitudinal studies of community college impact on student achievement and values; community demographic data and population, income, ethnic distribution, and educational trends; and in-service training needs of faculty and staff. The three top general local research needs were impact of the college on the community; characteristics of community, institutions, staff, and students; and management and resource allocations. Highest priority specific needs were in the areas of allocation and funding of facilities; evaluation of instructional programs and courses; cost-effectiveness of instructional modes; effectiveness of academic advising; and evaluation of organizational and administrative structures and processes. (MB)

ED 168 707 PS 010 475

Linn, Marcia C. Pulos, Steven

Correlates of Formal Reasoning.

California Univ., Berkeley.
Spons Agency-National Science Foundation, Washington, D.C.
Pub Date-Apr 79
Grant-NSF-SED-77-18914
Note-28p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, California, April 8-12, 1979)
Pub Type- Speeches/Meeting Papers (150) - Reports - Research (143)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*Abstract Reasoning, *Cognitive Ability, Cognitive Style, Concept Formation, *Critical Thinking, *Developmental Stages, Divergent Thinking, Educational Research, Evaluative Thinking, Intermediate Grades, Locus of Control, *Mental Development, *Personality Assessment, Problem Solving, Psychological Studies
Identifiers-*Piagetian Tests, Stanford Achievement Tests

This study of Piagetian formal reasoning in seventh grade students reports the relationships between four aspects of the ability to control variables in an experiment and the relationships between those four aspects and other constructs. The four aspects of the ability to control variables identified are: (1) set up a controlled experiment, (2) assess an experiment done by another, (3) ignore the results of an uncontrolled experiment and recognize that it is uncontrolled, and (4) indicate what variables will affect the outcome of an experiment. The 124 subjects dealt with each of those questions on three different tasks. Measures of achievement (crystallized ability), field dependency (FDI), locus of control, divergent thinking, concept identification, and the Category Width Test were also employed. Results indicate that all true variance in the measures of formal thought is explained by these ability and personality measures. The interrelations among the factors studied are discussed, and brief comments about educational implications are made. Three tables present study results. (Author/BH)

ED 168 322 FL 010 156

Theoretical Foundations of the Language Development Program and Rationale for the Learning System: Language Development Program for Bilingual Education.

Southwest Educational Development Lab., Austin, Tex.
Spons Agency-National Inst. of Education (DHEW), Washington, D.C.
Pub Date-69
Note-266p.
Available from-Southwest Educational Development Laboratory, 211 East Seventh Street, Austin, Texas 78701
Pub Type- Guides - Classroom - Learner (051)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-Anthropological Linguistics, Behavior Problems, *Bilingual Education, Bilingualism, *Cultural Awareness, Elementary Secondary Education, Intellectual Development, *Language Programs, Language Teachers, Learning Theories, Linguistic Theory, Minority Groups, Phonology, *Second Language Learning, Self Concept, Social Discrimination, *Sociolinguistics, Teacher Education
Identifiers-*Southwest Educational Development Laboratory

Four theoretical papers and fourteen modules are presented that are to be used by local school systems to educate teachers and staff members in the understanding of curriculum content and acquisition of skills in teaching-learning procedures. The papers discuss the selected theories upon which the language program of the Southwest Educational Development Laboratory (SEDL) is based. They provide rationale and understanding for more detailed information found in Back-up Information and Theoretical Foundations for Development of a Coding System.'' The modules include: (1) Disruption, Disengagements, and Behavior Control''; (2) A Rationale for Modeling and Drill Management Teaching Strategies Employed in Bilingual Programs''; (3) Verbal Rewards''; (4) Experience Referents''; (5) The Self-Concept and Its Importance in Bilingual Education''; (6) Developing an Awareness of Phonological Interferences''; (7) The Why of Phonological Interferences and Techniques for Correcting Them''; (8) Teacher/Pupil Talk Patterns''; (9) The Bilingual Child and How He Differs''; (10) Historical Considerations of Hispanic Contributions to the Settlement and Development of the Southwest''; (11) Anthropological and Sociological Considerations Relating to the Hispanic People of the Southwest''; (12) Psychological Foundations for Second-Language Teaching''; (13) Minority Groups and the Problems of Prejudice, Discrimination, and Poverty''; and (14) Cultural Contributions: Our Debt to the Hispanic People.'' (SW)

ED 168 479 IR 006 967

Roberts, Joan

Biographical Sources: General, National, and Regional. Bibliographic Series No. 15.

Arkansas Univ., Fayetteville. Mullins Library.

Pub Date-76

Note-11p.

Pub Type- Reference Materials - Bibliographies (131) - Collected Works - Serials (022)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Bibliographies, *Biographies, *Library Materials, *Reference Materials, University Libraries

The sources for national, international, and regional general biographical materials held by the Arkansas University library which are listed include bibliographies, biographies, handbooks, dictionaries, and directories. The materials cited cover the United States, Canada, Latin America, Great Britain, France, Germany, Italy, Russia, Spain, Africa, the Middle East, Australia, China, India, Japan, and the Pacific Islands. Full bibliographic citations, including call number, are given. (MBR)

ED 168 546 IR 007 080

Satellite Television Demonstration Project.

Governor's Office of Telecommunications, Juneau, Alaska.
Spons Agency-Alaska State Legislature, Juneau.
Pub Date-15 Mar 77
Note-105p.; Appendices may not reproduce clearly due to small size of type
Pub Type- Reports - Descriptive (141)
EDRS Price - MF01/PC05 Plus Postage.
Descriptors-Broadcast Television, Cable Television, *Communication Satellites, Cost Effectiveness, *Delivery Systems, Intermode Differences, Networks, *Pilot Projects, Rural Areas, State Programs, *Telecommunication, Television Research
Identifiers-*Alaska

This report describes the status of this pilot satellite television project for the state of Alaska which provides for the distribution of television programming to the RCA Toll Centers in Anchorage, Fairbanks, Juneau, Sitka, and Bethel, as well as to 23 selected rural sites. The historical background is discussed, as well as the process involved in the project's development, the system as it now exists, and its utilization. Economic factors are described, and alternative means for programming distribution and financing are considered. Conclusions and recommendations for the remainder of the project close the report. Appendices include the contract for services between Alaska and RCA Alaska Communications, Inc. (RCA Alascom) and a detailed description of services provided for both interstate and intra-state satellite television networking. (Author/RAO)

ED 168 841 SE 026 919

Mathematical Problem Solving Project - Organizing Lists.

Indiana Univ., Bloomington. Mathematics Education Development Center.; Oakland County Schools, Pontiac, Mich.
Spons Agency-National Science Foundation, Washington, D.C.
Pub Date-77
Grant-NSF-PES-74-15045
Note-90p.; For related documents, see SE 026 911-934; Colored pages may not reproduce well
Pub Type- Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC04 Plus Postage.
Descriptors-*Curriculum Guides, Elementary Education, *Elementary School Mathematics, *Instructional Materials, *Mathematics Education, Problem Sets, *Problem Solving, Transparencies, *Worksheets
Identifiers-*Mathematical Problem Solving Project

This teacher's guide contains instructional material for use in a module designed to help students learn to use a list as one way to organize information. Detailed teaching procedures are given for each of eight lessons as well as objectives, student pages and transparencies. An answer key is provided. The lessons address the following goals: (1) reading and organizing lists; (2) making headings and entries for lists; (3) solving problems where the list is the solution and problems where the solution is contained in the list; (4) performing calculations on list entries to solve; (5) solving problems when the list suggests relationships that help solution; and (6) solving problems using three diagrams. (MP)

ED 168 299 FL 010 073

Crosthwait, Charles Billiard, Charles E.

Ethnic Attitudes and Language Usage.

Pub Date-78
Note-23p.; Paper presented at the convention of the National Council for Social Studies (Houston, Texas, November 22, 1978); Parts may be marginally legible due to light print
Pub Type- Speeches/Meeting Papers (150) - Reports - Research (143)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Black Attitudes, Blacks, Caucasians, Cross Cultural Studies, Cultural Factors, *Cultural Images, Ethnic Groups, *Ethnicity, Ethnic Stereotypes, Ethnic Studies, Language Patterns, *Language Usage, Language Variation, *Nonstandard Dialects, *Racial Attitudes, Regional Dialects, Sociolinguistics, *Speech Habits, Standard Spoken Usage, Urban Studies
Identifiers-*Ethnic Attitudes

The purpose of the study reported here was: (1) to determine whether any predictable relationships exist between the spoken language patterns of individuals and those individuals' ethnic attitudes; and (2) to identify the degree of association present among various selected demographic factors, language patterns, and ethnic attitudes. The particular questions under study here sought information on the relation of standard-nonstandard language patterns to ethnic attitudes on a black-white racial base. Recordings were made of interviews with 162 Atlanta Metropolitan area residents who were classified according to educational level and to the kind of speech they used (standard or nonstandard). The data collected were analyzed as follows: (1) each subject's speech was classified; (2) subjects received numerical scores on the Cultural Attitude Scales (Anglo-Black); (3) subjects were sorted into groups based on the demographic data collected; and (4) a multiple regression computation was used to assess the relationship of scores on the cultural attitude scales to speech, education level, race, age group, and sex. A Pearson correlation was also computed on all of the above categories of data. It is noted that educational level seems to be the best predictor of speech pattern. From the findings, it is concluded that (1) nonstandard speech patterns and black race when found together may predict high black ethnic preference; and (2) in this study, none of the variables have predictive value for ethnic attitude toward whites. (AMH)

ED 168 343 FL 010 185

Roulet, Eddy
Un niveau-seuil. Presentation et guide d'emploi (A Threshold Level. Presentation and Guide).
Council for Cultural Cooperation, Strasbourg (France).
Pub Date-77
Note-21p.; For related document, see FL 010 186
Available from-Manhattan Publishing Company, 225 Lafayette Street, New York, New York 10012
Language-French
Pub Type- Guides - Classroom - Teacher (052)
Document Not Available from EDRS.
Descriptors-Adult Learning, *Communicative Competence (Languages), Course Descriptions, Educational Objectives, *French, *Language Instruction, *Language Learning Levels, Language Programs, Language Skills, Postsecondary Education, Program Content, *Program Development, Secondary Education, *Second Language Learning
Identifiers-*Threshold Level

An explanation of and guide to the resource document, ``Un niveau-seuil'' (A Threshold Level), is presented here. A brief presentation is made of the history of the project that produced the document, the operative definitions and concepts, and the contents of the sections of ``Un niveau-seuil.'' Following the introductory materials, suggestions for use of the document are given under three headings: preparation, evaluation and analysis. Each of these aspects of the program is discussed in relation to the role of potential users of the document, namely, persons responsible for organizing language programs, persons who devise courses, and instructors. Examples are given in each case to indicate some of the ways in which the document might be used. A short bibliography is attached. (AMH)

ED 168 362 FL 010 241

Strong, Helen

Tinmiuraglu, Tulugaglu, Kayuqtugluli (The Bird, the Raven, and the Fox).

Alaska Univ., Fairbanks. Alaska Native Language Center.

Spons Agency-National Endowment for the Humanities (NFAH), Washington, D.C.

Pub Date-Oct 75

Grant-RO-20196-74-54

Note-16p.

Available from-Alaska Native Language Center, University of Alaska, Fairbanks, Alaska 99701 ($.75)

Language-Inupiaq

Pub Type- Guides - Classroom - Learner (051) - Creative Works (030)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-Alaska Natives, *American Indian Languages, *Athapascan Languages, Bilingual Education, Cultural Background, Elementary Education, *Folk Culture, *Language Instruction, *Reading Instruction, Second Language Learning, *Tales, Uncommonly Taught Languages

Identifiers-*Inupiaq

This traditional story in the Kobuk Inupiaq language is for elementary school children with a good grasp of the language. Pen-and-ink drawings illustrate the text and nine questions about the story are included. (NCR)

ED 168 401 HE 011 082

Career Teacher Program Evaluation. Final Report. Volume I: The Career Teacher Program.

CONSAD Research Corp., Pittsburgh, Pa.
Spons Agency-National Inst. on Alcohol Abuse and Alcoholism (DHEW/PHS), Rockville, Md.; National Inst. on Drug Abuse (DHEW/PHS), Rockville, Md.
Pub Date-12 Oct 77
Contract-ADM-281-76-0031
Note-258p.; Some parts may not reproduce clearly due to print quality
Pub Type- Reports - Evaluative (142)
EDRS Price - MF01/PC11 Plus Postage.
Descriptors-*Alcohol Education, College Faculty, *Curriculum Development, Data Collection, *Drug Abuse, Drug Education, *Faculty Development, Higher Education, Medical Education, *Medical Schools, Medical Students, *Physicians, Professional Continuing Education, Professional Training
Identifiers-*Career Teacher Program, National Institute of Alcohol Abuse and Alcoholism, National Institute on Drug Abuse

This first volume of the evaluation of the Career Teacher Program describes the background of the program, the purpose of the evaluation, a description of the evaluation methodology, the results and findings of implementing the methodology, program outcomes, and conclusions and recommendations for the program. The program was designed to improve the training of medical students concerning drug abuse and alcohol abuse by increasing the number and knowledge of academic faculty in medical schools in these areas and by developing regular courses of instruction on these major health problems, and in continuing education programs for doctors. Training grants to qualified degree-granting programs to provide an opportunity to fund medical school faculty members for further training in drug abuse and addiction were authorized by the program. In order to answer evaluation questions and test the hypotheses of the study, a data collection plan involving six different checklist instruments was developed. The activities involved: site visits to career teacher sites and training centers, a telephone survey of career'' teachers, an institutions survey of noncareer'' teachers, a trainee mail survey, and interviews with officials of the National Institute of Alcohol Abuse and Alcoholism (NIAAA) and the National Institute on Drug Abuse (NIDA). Conclusions and recommendations are presented concerning the career teacher project grantees (career teachers, sponsors, and institutions); the training centers; and the NIAAA and NIDA. (SW)

Hopkins, Bruce R.
The Law of Tax-Exempt Organizations. Third Edition.
Pub Date-79
Note-664p.
Available from-John Wiley & Sons, Inc., One Wiley Dr., Somerset, NJ 08873 ($34.95)
Pub Type- Books (010) - Legal/Legislative/Regulatory Materials (090) - Reference Materials (130)
Document Not Available from EDRS.
Descriptors-Accreditation (Institutions), College Administration, Court Cases, Educational Economics, *Educational Finance, *Federal Legislation, Income, *Institutional Administration, *Laws, *Legal Problems, *Nonprofit Organizations, Politics, Private Colleges, Private Schools, Public Education, Public Policy, Racial Discrimination, Recordkeeping, Research Projects, School Accounting, State Colleges, State Universities, *Taxes, University Administration, Volunteers
Identifiers-Advertising, Charitable Deductions, Philanthropic Foundations, *Tax Exemption

This single-volume reference describes in detail the federal tax laws governing income tax exemption for qualified organizations. All categories of tax-exempt organizations are treated, as well as many related subjects, providing the conditions and requirements for protecting a tax-exempt status. Organized according to the subject's major categories (types of exempt organizations, private foundation rules, unrelated income requirements, exemption application requirements, and administrative and judicial procedures), the deskbook provides factual material and the author's philosophy and practical insights into a variety of problems. Although the volume provides information on many kinds of organizations, references concerning schools, colleges, and universities may be of special interest to members of the education community. Among the specific topics considered are accounting principles, accreditation, the principle of the advancement of education, educational institutions as charitable organizations or public charities, contributions, institutions under foundation rules, legislative or political activities of institutions, financial practices, reporting requirements, research activities, state institutions, voluntarism, racial discrimination, and pluralism. Appended are a list of specific sections of the Internal Revenue Code that comprise the statutory framework for tax-exempt organizations, a table of pertinent court cases, a table of IRS rulings and other items, a directory of IRS key district offices, and an index. (Author/MSE)

Fry, Bernard M.
Government Publications: Their Role in the National Program for Library and Information Services.
Pub Date-Dec 77
Note-141p.; Prepared for the National Commission on Libraries and Information Science
Pub Type- Reports - Descriptive (141)
EDRS Price - MF01/PC06 Plus Postage.
Descriptors-Depository Libraries, Federal Government, Financial Policy, *Government Publications, *Government Role, *Information Dissemination, *Library Role, Local Government, *National Programs, Policy Formation, State Government
Identifiers-*National Program Library Information Services

This paper briefly reviews the current status of government publications, including the local, state, and Federal levels, with particular attention to crucial problems of availability and accessibility to the public. It examines issues and proposed changes in government policy with respect to government documents, e.g., (1) Is there a need for a national center for government documents? (2) What should be the relationship of the Government Printing Office to the national program? (3) How should state and local documents be made available nationally? (4) What role should private enterprise play in publishing government information and in assuring its accessibility? (5) How can government publications make a full contribution to the mainstream of useful and used information? Implications for change are highlighted and a proposed alternative structure for the Federal Depository Library Program is appended. (Author)

ED 168 526 IR 007 026

Nasrallah, Wahib, Comp.

A Selected and Annotated Guide to Business Reference Sources in the University of Cincinnati Libraries. Reference List in Business and Economics No. 2.

Cincinnati Univ., Ohio. Univ. Libraries.

Pub Date-Sep 78

Note-38p.

Pub Type- Reference Materials - Bibliographies (131)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-Biographical Inventories, *Business, Dictionaries, Directories, Doctoral Theses, Encyclopedias, Federal Regulation, Indexes (Locaters), *Information Sources, Literature Guides, Periodicals, *Reference Materials, Statistical Data, *University Libraries

This selected, annotated list of business information and reference sources in the University of Cincinnati Libraries includes literature guides, bibliographies, indexing and abstracting services, dictionaries, encyclopedias, handbooks, biographical sources, directories, legislative and administrative regulation sources, financial sources, fact books, periodicals, loose-leaf services, statistical sources, dissertations, and operating ratios materials. In addition, an explanation of the standard industrial classification system is included. Call numbers and shelving locations in the library are indicated. (CWM)

ED 168 589 IR 007 149

Fischer, Norman M.

Library Formula: Report and Recommendations. Report Number 79-1.

Washington State Council for Postsecondary Education, Olympia.

Pub Date-Oct 78

Note-87p.

Pub Type- Guides - Non-Classroom (055) - Reports - Descriptive (141)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors-*Academic Libraries, *Budgeting, Library Acquisition, Library Administration, Library Collections, *Library Expenditures, Library Materials, *Library Planning, Library Research, *Reports, Use Studies

This report presents comprehensive recommendations in the library budget formula area for public 2- and 4-year institutions in Washington based on recommendations adopted by the council in 1976 with some revisions. A review and analysis of statistical data supplied by the 4-year institutions and community college system in the areas of staffing, collections, usage, acquisitions, and institution size, provides the basis for the recommendation that the library resources portion of the formula be stated in terms of number of acquisitions per year, based on mathematically determined relationships of acquisitions to collection size derived from the experience of comparison institutions and states. These acquisition units would then be converted into dollar amounts based on each institution's experienced unit costs adjusted for inflation. Questions were raised regarding staff years, branch libraries, and the standard dollar amounts for staff years and binding. These questions were primarily related to the interpretation of the recommendations and accompanying definitions and guidelines contained in the council's final report. As a consequence, slight modifications to three recommendations, more explicit guidelines, and specific examples of interpretations of recommendations have been added to the ``Operations Element'' section of the report. (Author/CWM)

Selected School Laws and Standards. A Summary Containing Specific School Laws Relating to Area Schools, Standards for Area Community Colleges and Area Vocational Schools.

Iowa State Dept. of Public Instruction, Des Moines. Area Schools and Career Education Branch.
Pub Date-78
Note-81p.; Parts may be marginally legible due to light print
Pub Type- Legal/Legislative/Regulatory Materials (090)
EDRS Price - MF01/PC04 Plus Postage.
Descriptors-Administrative Organization, *Administrative Policy, *Area Vocational Schools, Budgeting, Community Colleges, *Educational Finance, Full State Funding, Governing Boards, *Junior Colleges, State Schools, *Statewide Planning, Vocational Education
Identifiers-Area Schools, *Iowa

A selected summary is provided of: (1) Iowa school laws relating to area schools; and (2) standards for area community colleges and area vocational schools. Part one contains the specific Chapters (280A and 286A, Code of Iowa) which pertain to the area schools. Chapter 280A deals with the organization of the school and county systems; plans for merging areas; the roles of state boards, governing boards, and directors of merged areas; budgeting and financial support; district organization and administration; limitations on land and fund use; elections; faculty development; and the area vocational school attendance center. Chapter 286A covers general aid to schools; area vocational schools, community and junior colleges; resource allocation; and a uniform accounting system. The second section contains standards for area community colleges and area vocational schools as set forth in Chapter 670-5 of the Iowa Administrative Code and guidelines for these standards. Rules are cited for administration; faculty; curriculum and evaluation; library and learning resource center; student services; laboratories, shops, equipment, and supplies; physical plant; building and site approval; approval procedures; progress toward regional accreditation; and standards for area schools. The appendices identify related chapters of the Code of Iowa, the grading symbols used by area schools, and the uniform residency policy of area schools. (MB)

ED 168 688 PS 010 451

Bilingual/Bicultural Preschool Projects Conference (San Antonio, Texas, November 15-18, 1977). Conference Proceedings.

Contracting Corp. of America, Denver, Colo.
Spons Agency-Administration for Children, Youth, and Families (DHEW), Washington, D.C.
Report No.-DHEW-OHDS-78-31126
Pub Date-Nov 77
Contract-105-77-1002
Note-200p.; Parts may be marginally legible due to light type
Pub Type - Reports - Descriptive (141)
EDRS Price - MF01/PC08 Plus Postage.
Descriptors-*Biculturalism, *Bilingual Education, Child Care, Curriculum Development, Intervention, Minority Group Children, Performance Based Teacher Education, *Preschool Education, Preschool Teachers, *Program Development, Program Evaluation, *Spanish Speaking, Training
Identifiers-*CDA, Child Development Associate, *Project Head Start

This volume presents a number of articles on different aspects of the Head Start Strategy for Spanish-Speaking Children written by participants in that effort. The first section describes Bilingual-Bicultural Curriculum Development and Evaluation projects and includes descriptions of four curriculum development projects and an evaluation of the initial phase of the Head Start curriculum development project. The second section focuses on the Bilingual-Bicultural Child Development Associate (CDA) Training Program. This section begins with an overview of the CDA program and contains (1) descriptions of CDA staff training projects, (2) an outline of the CDA competency-based curriculum to assist in curriculum revision and evaluation and (3) tips about program implementation. The third section briefly reports the operation of a network of human and material resources for Head Start programs in six Western states. Section 4 presents some recent research on bilingual-bicultural preschool child development. Section 5 provides information about a graduate fellowship program initiated to promote research on the early childhood development of the Spanish-speaking child. In the final section, suggestions are made for disseminating the results of the Head Start programs. A summary of the opinions of the conference participants about how dissemination should proceed is included. (Author/BH)

ED 168 726 PS 010 506

Galbraith, Richard C. Smith, James E.

Sibling Spacing and Academic Achievement: A Within-Family Perspective.

Pub Date-Mar 79

Note-21p.; Paper presented at the Biennial Meeting of the Society for Research in Child Development (San Francisco, California, March 15-18, 1979)

Pub Type- Speeches/Meeting Papers (150) - Reports - Evaluative (142) - Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Academic Achievement, Age, Age Differences, *Birth Order, *Children, *Family Characteristics, Family Environment, Family Influence, *Intelligence, Models, *Psychological Studies, *Research Problems, *Siblings

Identifiers-*Sibling Spacing, Zajone (Robert B)

This paper criticizes Zajonc's confluence model of the relationship between sibling spacing and sibling intelligence. According to Zajonc, variations in the intellectual performance of individuals are accounted for in part by two features of the individual's family of orientation: (1) the number of children in that family, and (2) the spacing between those children in a family. This model is criticized for (1) inconsistencies in the relationship between child spacing and intelligence in the data reported in Zajonc's paper; (2) the failure to present previous child spacing-intelligence data which conflict with the confluence model and (3) the problem of using between-family data for making within-family inferences about intelligence. New within-family data are presented which indicate that there is essentially a zero relationship between child spacing and academic achievement. (Author/BH)

ED 168 744 RC 011 077

Medrich, Elliott A.

The Serious Business of Growing Up: A Study of Children's Lives Outside of School.

California Univ., Berkeley.
Spons Agency-Carnegie Corp. of New York, N.Y.; Ford Foundation, New York, N.Y.; National Inst. of Education (DHEW), Washington, D.C.
Pub Date-77
Note-101p.
Pub Type- Reports - Research (143) - Information Analysis (070)
EDRS Price - MF01/PC05 Plus Postage.
Descriptors-*After School Activities, Asian Americans, Blacks, Childhood Interests, *Children, *Ethnic Groups, Evaluation Methods, Field Studies, *Leisure Time, Mexican Americans, Neighborhood, Parent Attitudes, Parent Child Relationship, *Research Methodology, Socioeconomic Status, Television Viewing, *Time
Identifiers-*Childrens Time Study

Issues of daily life experience from a child's perspective were examined in the Spring 1976 as the Children's Time Study interviewed 764 preadolescents (aged 11-12) from Oakland, California and their mothers. The interviewers explored children's use of time outside the school by focusing on five domains of time use: (1) parent-child interactions; (2) television; (3) participation in organized activities; (4) household chores, responsibilities and obligations outside the home; and (5) children's activities outside the home. Representing 22 public schools, respondents were predominantly non-white (457 Blacks, 35 Mexican Americans, 70 Orientals) well distributed along the low, middle and high socioeconomic status stratums, and clearly resembled the public school population found in most big city schools today. To date, the data collection, editing, coding, cleaning of the basic data, and a followup verification study have been completed. In addition to citing past research and other background information concerning children's use of time, this document describes the research strategy and methodology utilized in the study, the analytical framework, the study setting, sample population characteristics, sample design and objectives, field work methods, and preliminary field results. (DS)

ED 168 779 RC 011 258

Parks, Gail Armstrong

Analysis of Federal Education Programs from the Perspective of Rural Development Needs.

Pub Date-Apr 79

Note-35p.; Paper presented at the Annual Meeting of the American Education Research Association (San Francisco, California, April 1979)

Pub Type- Speeches/Meeting Papers (150) - Reports - Evaluative (142) - Information Analysis (070)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-Community Attitudes, *Community Development, Community Involvement, Community Services, Comparative Analysis, Educational Improvement, *Educational Programs, Federal Legislation, *Federal Programs, Human Services, Needs, Program Coordination, *Program Development, *Program Evaluation, Rural Areas, *Rural Development, Rural Education, Values

Identifiers-*Allocation Formulas, Australia, Community and Cultural Education Project, Community Development Project, Country Education Project, Lofoten Project, Minnesota (Staples), National Institute of Education, Norway, Office of Education, Scotland

Case studies of local development projects in Scotland, Norway, Australia, and the United States (Minnesota) indicate that federal education programs of a generative'' nature (those linking educational improvement to other improvement efforts, emphasizing process, and stimulating grass-roots participation) are most likely to promote education as an aid to rural community development. Analysis of NIE, USOE, and Assistant Secretary for Education programs reveals that while rural schools receive a fair share of federal monies under these programs, they may be at a disadvantage when allocation formulas are based on numbers rather than percentages. Localities may suffer from policies that address only individual or national needs. There is need for a careful analysis and restructuring of federal programs to emphasize a long-range view and to integrate programs and services in order to approach rural problems comprehensively. Specifically, programs with special potential for rural community development and education should be identified and their guidelines overhauled to accomodate the rural sector. Those federal programs for rural districts which could feasibly be combined should be bundled into block grants''. Appropriate parties should examine the enabling'' potential of all federal education programs and provide for it when it is absent. (SB)

ED 168 816 SE 026 767

Goodell, Frank C., Ed.

Trends in Energy/Environmental Education, Volume 16, Number 1.

National Park Service (Dept. of Interior), Washington, D.C.; National Recreation and Park Association, Arlington, Va.

Pub Date-79

Note-50p.; Photographs and some parts of text may not reproduce clearly

Available from-National Recreation and Park Association, 1601 N. Kent Street, Arlington, VA 22209 (subscription $15.00)

Pub Type- Reports - General (140)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-Conservation (Environment), *Energy, Energy Conservation, *Environmental Education, Federal Government, *Futures (of Society), Natural Resources, *Parks, Program Coordination, Program Descriptions, Recreation, *Recreational Facilities, Thermodynamics, Values

Topics of general interest in park and recreation management and programming are discussed. This issue deals with energy/environmental education in parks. Various professionals in the fields of park and recreation, education, conservation, energy, historic preservation, and government have contributed articles. Some describe ongoing programs and projects, while others suggest future directions for energy and environmental education. Both the natural and the built environments, with an emphasis on man's impact and interrelationship to each, are discussed. A bibliography of books and reports is included along with a list of federal agencies and private organizations to contact for publications and assistance. (TM)

ED 168 382 HE 010 948

Grant, Arthur T., Ed.

The State Legislative Process and Higher Education.

Arizona Univ., Tucson. Coll. of Education.

Pub Date-Oct 78

Note-55p.; Proceedings of a conference sponsored by the University of Arizona Center for the Study of Higher Education, Education Commission of the States, ERIC Clearinghouse on Higher Education, and the National Conference on State Legislatures (Tucson, Arizona, December 1-2, 1977)

Available from-Center for the Study of Higher Education, University of Arizona, 1415 North Freemont Avenue, Tucson, Arizona 85719 ($3.00)

Pub Type- Speeches/Meeting Papers (150) - Legal/Legislative/Regulatory Materials (090)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors-Educational Accountability, Educational Administration, *Educational Legislation, *Governance, *Government School Relationship, *Higher Education, Institutional Autonomy, Laws, *Legislators, Local Government, Politics, Postsecondary Education, *State Government, State Legislation

Five papers from a conference on the state legislative process and higher education are presented. The authors of the papers are experts experienced in relationships between the campus and the capitol, including a governor, the chairperson of a senate education committee, the former director of the Educational Commission of the States, and an executive director of NCHEMS. In addition to the five major presentations, comments of panelists are interspersed throughout the publication. The five papers and authors are: Future Relationships Between State Legislators and Higher Education'' (Jerome M. Hughes); The State Legislative Process: Its Effect on the Governance of Higher Education'' (Donald R. McNeil); Quantitative Approaches to Higher Education Management: An Assessment of Utility to Legislative Concerns'' (G. Ben Lawrence); Legislative Expectations About the Accountability of Higher Education'' (John Folger); and A Governor's Agenda for Action in Higher Education'' (David Boren). (BD)

ED 168 419 HE 011 123

Impact Study of Post-Secondary Financial Aid to South Carolina. Summary Report.

South Carolina Coll. Council. Greenville.
Spons Agency-Ford Foundation, New York, N.Y.
Pub Date-Dec 78
Note-102p.
Available from-South Carolina College Council, Box 6998, Greenville, SC 29606 (Summary and four technical reports)
Pub Type- Reports - Research (143)
EDRS Price - MF01/PC05 Plus Postage.
Descriptors-Access to Education, College Admission, *College Choice, *College Students, Comparative Analysis, Educational Finance, *Enrollment Trends, *Financial Support, Higher Education, Parental Financial Contribution, Private Colleges, Southern States, State Colleges, State Surveys, State Universities, *Student Costs, *Student Financial Aid
Identifiers-Need Analysis (Student Financial Aid), *South Carolina

The impact of financial aid on the distribution of undergraduates among South Carolina's postsecondary institutions during the 1972-73 to 1977-78 academic years was studied. The major purpose of the study was to determine and to demonstrate how changes in educational costs, family ability to pay for those costs, and available financial aid resources affect the way South Carolina students distribute themselves among public and private colleges and technical education centers in the state. The study utilized three separate data bases. The first data base included the survey responses of a representative group of students who were freshmen in South Carolina institutions and similar institutions in other Southern states in 1972. These responses were compared to those of students in other institutions throughout the nation. The responses were also compared to responses of 1977 South Carolina freshmen. The second data base included responses of South Carolina freshmen and undergraduates to the Student Resource Survey. The third data base included: aggregate data gathered from materials completed by institutional representatives; annual reports from the files of state agencies; summary statistics from the College Entrance Examination Board and the College Scholarship Service; student responses to the annual American Council on Education's survey of freshmen; and data from other sources. The analyses of these data are available in four separate impact study technical reports. (SW)

ED 168 438 HE 011 159

Wegener, Charles

Liberal Education and the Modern University.

Pub Date-Oct 78
Note-163p.
Available from-The University of Chicago Press, 5801 S. Ellis Ave., Chicago, IL 60637 ($10.95)
Pub Type- Books (010) - Historical Materials (060)

Document Not Available from EDRS.

Descriptors-Academic Libraries, *College Role, Curriculum Development, Democracy, Educational Benefits, *Educational History, *Educational Philosophy, General Education, *Higher Education, Humanistic Education, *Liberal Arts, Political Influences, Research, Research and Development Centers, School Community Relationship, *Universities

The problem of liberal education in the modern university is confronted in this book directed to academics in all fields. The history of the evolution of American higher education is examined and a philosophical consideration of how liberal education can be achieved today is addressed. The role of the development of libraries, research, and laboratories along with an emerging democratic spirit that encouraged universities by about 1900 to serve the needs of the communities that supported them is described. Democracy and research, it is noted, combined to launch the modern university idea'' an institution devoted to research with the expectation that it would enrich society. Liberal education's place in this modern academic context is established by a reformulation of the problem: to organize scholarship so that it will create and nurture individuals as freely functioning participants in the community. It is argued that there is no simple link between acquisition of knowledge and the growth of a mind, but that the process of growth is mediated by habitual reflection on relationships among various activities. Liberal education, with its emphasis on diversity, technique, and procedure, rather than on subject matter, is concluded to be the working structure of an autonomous intelligence. (LBH)

Bearley, William L.
Non-Procedural Languages for Information Resource Management.
Pub Date-30 Jan 79
Note-19p.; Paper presented at the International Meeting of Exchange (January 30, 1979)
Pub Type- Opinion Papers (120) - Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Data Bases, *Data Processing, Information Retrieval, *Language Processing, *Management Systems, *Programing, Programing Languages, Programing Problems

The future of information resources management requires new approaches to implementing systems which will include a type of data base management that frees users to solve data processing problems logically by telling the system what they want, together with powerful non-procedural languages that will permit communication in simple, concise statements without complex data descriptions or program logic. A communication gap between the end-user and computer caused primarily by inadequacies of traditional programming approaches and methods of managing files may be remedied by the use of such non-procedural languages. The non-procedural language-base approach provides a user-friendly'' interface between user and computer that does not require knowledge of a data processing language or of data base structure. Decreased cost, increased productivity, and increased system availability to users are significant implications. The Information Resource Management System (IRMS), a non-procedural approach, is applicable for all internal organizational information processing, as a powerful development language for new applications, and as a utility for handing ad hoc requests or for one-time applications. The system focuses on the data, which are accessed through a data base manager. Generalized processing functions are accessed through a command language useable in both a batch and time-sharing environment, and a procedural language interface accommodates users with special processing needs. (CWM)

ED 168 630 JC 790 209

Larsson, Robert D.

College Calendars.

Schenectady County Community Coll., Schenectady, N.Y.
Pub Date-24 Nov 78
Note-36p.; Memo to the Board of Trustees
Pub Type- Reports - Evaluative (142)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-College Curriculum, Community Colleges, Enrollment Influences, *Junior Colleges, *Organizational Change, Quarter System, *Research Reviews (Publications), *School Calendars, School Surveys, Semester Division, Student Attitudes, Success Factors, Teacher Attitudes, Transfer Policy, Trimester Schedules
Identifiers-Four One Four Schedules

In order to determine whether there were compelling reasons for Schenectady County Community College (SCCC) to change its quarter calendar, and which calendar would be most appropriate to the college and most responsive to the problems that made the change seem desirable, previous calendar change studies were reviewed and administrators of colleges that had made calendar changes were consulted. The types of calendars initially considered were: (1) semester; (2) early semester (the fall semester begins in August and ends before Christmas); (3) trimester (three semesters over 12 months); (4) quarter; and (5) four-one-four (division into four months-one month-four months). Only the quarter and semester systems were considered feasible for SCCC. Issues related to calendar changes include curriculum conversion and related concerns of credit hours and flexibility; comparative academic success rates in various calendars; enrollment patterns as reflected in student program change and the effect on part-time students; and transferability of courses to other colleges. Significant calendar change studies were conducted at Kent State, Cleveland State, University of Akron, Miami University of Ohio, Chabot College, and College of the Redwoods. Advantages and disadvantages of each calendar plan have been outlined by the ``Handbook on Undergraduate Curriculum,'' and are summarized in this report. Results of the study included a recommendation to remain with the quarter system. (MB)

ED 168 649 JC 790 232

Griffiths, Audre A., Ed.

Appendices to Excellence and the Open Door: An Essential Partnership. A Report of the Commission to Study the Mission, Financing, and Governance of the County Colleges, State of New Jersey. Volume Two.

New Jersey State Board of Higher Education, Trenton.
Pub Date-Apr 79
Note-108p.; For a related document, see JC 790 161 ; May be marginally legible due to small print
Pub Type- Reports - Research (143)
EDRS Price - MF01/PC05 Plus Postage.
Descriptors-*Access to Education, Adult Education, Board of Education Role, Community Colleges, Community Education, Delivery Systems, *Educational Finance, Ethnic Groups, *Governance, Governing Boards, Government School Relationship, Institutional Characteristics, *Junior Colleges, Literature Reviews, Manpower Needs, Questionnaires, Remedial Instruction, Trustees, Vocational Education
Identifiers-*New Jersey

Surveys, interviews, and literature reviews were conducted to provide data upon which the Commission to Study the Mission, Financing, and Governance of the County Colleges in New Jersey could base its recommendations. The following areas were investigated: (1) composition of the trustee boards of the colleges and effective methods of selecting members; (2) the statutory and non-statutory relationships between the county colleges and county governmental and political structures; (3) the role of community college trustees as they perceive it in relation to planning and guidance; (4) the current and future position of community and adult education in New Jersey; (5) models for financing community colleges based on mission-directed funding and upon the taxonomies of Garms and of Wattenbarger and Starnes; (6) research specifically related to trustees of public two-year colleges, their role and responsibilities, and the diversity of their membership; (7) characteristics of the New Jersey county colleges in terms of their students, enrollments, ethnic components, degrees awarded, majors offered, tuition rates, accreditation status, and conditions promoting access; (8) demand for and delivery of vocational/occupational education; (9) the viability of the mission of open access of community colleges; and (10) efforts toward remediation. (Survey instruments and interview forms are included.) (MB)

ED 168 668 JC 790 255

Gilder, Jamison, Ed.

Policies for Lifelong Education: Report of the 1979 Assembly.

American Association of Community and Junior Colleges, Washington, D.C.
Spons Agency-Carl and Lily Pforzheimer Foundation, Inc., New York, N.Y.; Kellogg Foundation, Battle Creek, Mich.
Pub Date-79
Note-128p.
Available from-American Association of Community and Junior Colleges, One Dupont Circle, N.W., Suite 410, Washington, D.C. 20036 ($5.00)
Pub Type - Reports - Descriptive (141) - Opinion Papers (120)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-*Adult Education, College Role, Community Colleges, Community Education, *Continuous Learning, Educational Needs, *Educational Objectives, Educational Policy, Futures (of Society), *Junior Colleges, Nontraditional Students, State Legislation

This monograph reports the recommendations developed by a national assembly sponsored by the American Association of Community and Junior Colleges with the aid of the W. K. Kellogg Foundation to consider issues and problems affecting lifelong education. An initial paper by Edmund J. Gleazer, Jr., outlines the purposes of the assembly in relation to the changing objectives of community college district systems. In a second paper, Harold L. Hodgkinson projects what education will look like in 1985 in terms of differential fertility, federalization of programs, the segmented education market, faculty diversification, and the costs of education. Herbert E. Striner discusses the pay-off of lifelong education and training as reflected in national capital investment and productivity, and in inmate training programs. Penelope L. Richardson appraises lifelong learning and politics based on her experience as former director of HEW's Lifelong Learning Project. In another paper, R. D. Justice and Jacquilyn Amperse explore obstacles to addressing the needs of the adult, part-time evening student. S. V. Martorana and Wayne D. Smutz review the official legislative policies of several states in regard to lifelong learning. In a final paper, Robert H. McCabe evaluates the restructuring of community colleges for lifelong education in terms of funding, educational attitudes, personnel policies, facilities, and program organization. (MB)

ED 168 708 PS 010 476

Hollenbeck, Albert R. Susman, Elizabeth J.
Television and Violence: Methodological Issues for Future Research.
Spons Agency-National Inst. of Mental Health (DHEW), Rockville, Md
Pub Date-Sep 78
Note-10p.; Paper presented at the Meeting of the International Society for Research on Aggression (Washington, D.C., September 23, 1978)
Pub Type- Speeches/Meeting Papers (150) - Reports - Research (143)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Aggression, Antisocial Behavior, Children, Ecological Factors, *Human Development, Longitudinal Studies, Media Research, Prosocial Behavior, *Research Methodology, *Television Research, *Violence

This paper identifies limitations of previous investigations of the relation between televised violence and viewer aggression and suggests a framework for future research concerning the effects of media viewing on child development. It is suggested that typical research is short-term, cross-sectional, and laboratory-based. Factors which mediate the effects of televised violence, such as gender differences, habitual levels of aggression, motivational states, age, protrayal of motives, format of the program and parental approval/disapproval, remain relatively unexplored. While studies indicate that positive behaviors increase in children after these behaviors are viewed on television, processes involved in prosocial behavior effects are unclear. Effects of prosocial television on children should be investigated. A framework for redirecting research efforts comes from life-span and ecological perspectives of developmental psychology. Longitudinal design permits the identification of cohort and time of measurement variables which are especially important in the assessment of media effects. Cumulative effects of exposure to media violence can be identified. Cohorts of children, with siblings used as matched controls, can be studied naturalistically in the family setting. Although risky and expensive, collaborative use of both life-span and ecological perspectives should yield vital information about the impact of television on the lives of children. (Author/RH)

ED 168 762 RC 011 237

Sandoval, Ramona Tecumseh, Comp.

How to Search ERIC for American Indian Materials.

New Mexico State Univ., University Park. ERIC Clearinghouse on Rural Education and Small Schools.

Spons Agency-National Inst. of Education (DHEW), Washington, D.C.

Pub Date-Mar 79

Contract-400-78-0023

Note-106p.; Best copy available

Available from-National Educational Laboratory Publishers Inc., 813 Airport Blvd., Austin, Texas 78702 (EC-077; $8.00)

Pub Type- Guides - Non-Classroom (055)

EDRS Price - MF01/PC05 Plus Postage.

Descriptors-*American Indians, Computers, *Data Bases, Data Collection, Information Centers, Information Networks, *Information Retrieval, Information Seeking, Information Services, *Information Sources, On Line Systems, *Search Strategies, *Subject Index Terms, Tribes, User Satisfaction (Information)

Identifiers-American Indian Task Force for ERIC CRESS, ERIC Clearinghouse on Rural Educ and Small Schools

A wide variety of educational materials regarding American Indians has been collected by the Educational Resources Information Center (ERIC) system; this guide was prepared to help anyone who is seeking that information to find it. It lists the addresses and telephone numbers of the 16 ERIC clearinghouses and the educational areas for which each is responsible. It describes ERIC's functions, what kinds of documents it uses, where the documents come from and who uses the system. Procedure is given for conducting both computer and manual searches of the data base with detailed descriptions devoted to the use of descriptor and identifier retrieval terms under which all documents are indexed. A listing of the commonly used American Indian descriptors and identifiers is given. Use of the ERIC reference books, including the ``Thesaurus'', the monthly ``Resources in Education'' abstract journal, and the monthly ``Current Index to Journals in Education'' is also explored. Because documents may be viewed at any of the ERIC microfiche collectins, a directory of microfiche collections in all states with a significant Indian population is appended. Also included is information on how to order documents from the ERIC Document Reproduction Service. Names of American Indian organizations and publications as well as federally recognized Indian groups are also included in the appendix along with a glossary of ERIC terminology. (DS)

ED 168 796 RC 011 278

Rodefeld, Richard D., Ed. And Others

Change in Rural America: Causes, Consequences, and Alternatives.

Pub Date-78

Note-551p.

Available from-The C.V. Mosby Company, 11830 Westline Industrial Drive, St. Louis, Missouri 63141 (4145; $14.50)

Pub Type- Books (010) - Collected Works - General (020)

Document Not Available from EDRS.

Descriptors-Agricultural Personnel, *Agricultural Trends, *Farm Management, Futures (of Society), *Organization, Population Distribution, *Rural Areas, *Rural Economics, Rural Population, Rural to Urban Migration, Social Class, *Technological Advancement, Telecommunication, Transportation, Trend Analysis, United States History

Identifiers-*Change

An understanding of twentieth century changes in the rural section of the United States is more easily gained if initial changes are first examined in the areas of agricultural technology, farm organization and occupational structure, transportation, communication, urban population distribution, and rural economics. This collection of readings is directed toward an understanding of the changes in these areas. Four chapters in Section One include 25 articles that focus on the nature and magnitude of changes in agricultural technology and review the consequences for the numbers and characteristics of farm people, rural neighborhoods and communities, the urban sector, and society as a whole. Ten articles in Section Two deal with the nature and size of changes in farm organizational, occupational, and class structure; eight more articles are concerned with the consequences for all sectors of society. Section Three addresses the question of what major causal forces brought about the changes in farm technology, size, and organizational structure. In Section Four, 23 articles give an historical overview of U.S. rural communities and describe the impact of changes in transportation and communications, urban population distribution, and rural economic base. The final section is directed toward alternatives for the future and includes solutions to problems created by changes in the six focal areas. (Author/DS)

Ahrens, Joan
Biographical Sources: Architecture, Art, Music, Theatre and Drama. Bibliographic Series No. 16.
Arkansas Univ., Fayetteville. Mullins Library.
Pub Date-76
Note-9p.
Pub Type- Reference Materials - Bibliographies (131) - Collected Works - Serials (022)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Architecture, Bibliographies, Biographies, *Fine Arts, *Library Materials, *Reference Materials, University Libraries

Sources for biographical information in architecture, art, music, theater, and drama held by the Arkansas University library are listed. Directories, encyclopedias, biographies, bibliographies, and handbooks covering the national and international spectrum are organized by topic, and include some works in French and German. Full bibliographic citations include call numbers. (MBR)

ED 168 527 IR 007 027

Laite, Berkley And Others

Self-Study of the Ezra Lehman Memorial Library.

Shippensburg State Coll., Pa.
Pub Date-78
Note-86p.
Pub Type- Reports - Evaluative (142) - Reports - Research (143)
EDRS Price - MF01/PC04 Plus Postage.
Descriptors-Case Studies, *College Libraries, *Library Administration, Library Circulation, Library Collections, Library Expenditures, Library Facilities, Library Planning, *Library Research, Library Services, Library Surveys, *Objectives, Organizational Communication, Questionnaires, User Satisfaction (Information)

This self-study of the Ezra Lehman Library at Shippensburg State College presents the analyses and recommendations of two library task forces one on organization, communication, goals and objectives, and one on user relations. The responsibility of the first group was to develop implementable recommendations for necessary or desirable changes in the library's organizational structure and communication processes, and to design an on-going process for the formulation of goals and objectives. The internal library structure was examined using a systems approach and a questionnaire was designed to measure staff attitudes concerning critical organizational issues. Seventeen preliminary recommendations were proposed. The second task force utilized data gathered in the library user survey to analyze and comment on the library's public service functions, the collections, and the physical facilities. The survey, administered to classroom and administrative faculty as well as a student sample, received a response rate of 47.5 percent and 58 percent, respectively. This task force proposed 24 preliminary recommendations. Staffing and organizational charts, organizational profile display, circulation and holdings data, the user survey questionnaire, and a memo outlining library support of the MBA program are appended. (CWM)

ED 168 547 IR 007 081

Sex and Violence on TV. Hearings before the Subcommittee on Communications of the Committee on Interstate and Foreign Commerce, House of Representatives. 95th Congress. First Session on the Issue of Televised Violence and Obscenity. Serial No. 95-130.

Congress of the U. S., Washington, D. C. House Committee on Interstate and Foreign Commerce.

Pub Date-2 Mar 77

Note-485p.; For related document, see ED 136 321 ; Not available in hard copy due to small print

Available from-Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402

Pub Type- Legal/Legislative/Regulatory Materials (090)

EDRS Price - MF02 Plus Postage. PC Not Available from EDRS.

Descriptors-*Broadcast Television, *Censorship, Childrens Television, *Federal Legislation, Freedom of Speech, Government Publications, Government Role, *Sexuality, Television Research, *Violence

These transcripts of statements on televised violence and obscenity presented by government officials and representatives from universities, national organizations, and the television industry, include an outline of the proposed Murphy Bill. This bill would limit the control of the three networks over television programming and promote competition in the production, sale, and distribution of programs for television broadcasting. Additional materials submitted for the record by concerned groups are included, i.e., publications, program reports, exchanges of letters, journal articles, additional statements, and letters directed to the committee or its chairman. (CMV)

ED 168 842 SE 026 920

Mathematical Problem Solving Project - Using Lists.

Indiana Univ., Bloomington. Mathematics Education Development Center.
Spons Agency-National Science Foundation, Washington, D.C.
Pub Date-May 77
Grant-NSF-PES-74-15045
Note-62p.; For related documents, see SE 026 911-934
Pub Type- Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-Elementary Education, *Elementary School Mathematics, *Instructional Materials, *Intermediate Grades, *Mathematics Education, *Problem Sets, *Problem Solving
Identifiers-*Mathematical Problem Solving Project

A set of 58 problems that may be solved by using lists is presented. This set is part of the Mathematical Problem Solving Project. The problems are coded for three levels of difficulty and are designed for students in the intermediate grades. Answers are provided. (MP)

ED 168 323 FL 010 157

Fineberg, Irene Fineberg, Bernard

Es Weihnachtet Sehr.

American Council on the Teaching of Foreign Languages, New York, N.Y.
Pub Date- 78
Note-68p.; Best copy available
Available from-American Council on the Teaching of Foreign Languages, Materials Center, 2 Park Avenue, New York, N.Y. 10016 ($3.00)
Language-German
Pub Type- Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-Art Activities, Childrens Art, *Class Activities, *Classroom Games, Classroom Materials, Creativity, Cultural Awareness, Cultural Enrichment, Elementary Secondary Education, *German, Imagination, Instructional Materials, *Language Instruction, *Second Language Learning, Teaching Methods

A collection of Christmas projects that can be adapted to different levels of German study are presented. The text is in German, except for the overview which is in English. It is advised that the teacher be well acquainted with the craft items to be presented to the students. The language of the classroom should be German to provide a total foreign language experience. After the craft projects are completed, they should be placed in the classroom for decoration and for increasing aesthetic appreciation. The materials are designed to stimulate imagination and include patterns, puzzles, and a recipe. Approximately 25 projects are included. (SW)

Coste, Daniel And Others
Un niveau-seuil (A Threshold Level).
Council for Cultural Cooperation, Strasbourg (France).
Pub Date-76
Note-676p.; For related document, see FL 010 185.
Available from-Manhatten Publishing Company, 225 Lafayette Street, New York, New York 10012 ($20.00)
Language-French
Pub Type- Guides - Classroom - Teacher (052)
Document Not Available from EDRS.
Descriptors-Adult Education, *Communication Skills, *Communicative Competence (Languages), Course Objectives, *French, Grammar, *Language Instruction, *Language Learning Levels, Language Proficiency, Language Skills, Language Usage, Postsecondary Education, Program Development, Secondary Education, *Second Language Learning, Skill Development, Speech Communication, Syntax, Vocabulary
Identifiers-*Threshold Level

This document on the threshold level in French is the result of a project commissioned by the Council of Europe to produce a system of units in foreign language instruction for adults in Europe. The threshold level'' is conceived as the compilation of knowledge and skills a person would need in order to express oneself simply but effectively in a foreign environment. It is not limited to communication for survival but rather it aims to enable the person to communicate with others on an interpersonal level, that is, to be able to share to some extent their interests and life style. This document is intended to provide theoretical and practical information to persons involved in the administration and construction of programs and courses. The material is presented under the following general headings: (1) the threshold-level approach; (2) potential students and scope of interest; and (3) speech acts. The first section treats learning systems, analysis of needs and determination of objectives, the relationship between the communication situation, language function, and the choice of approach. The second section deals with types of student, social relations and language activity, and possible orientations. The third section presents an inventory of speech acts under the headings: ordering, social acts, and discursive operations. (AMH)

ED 168 363 FL 010 242

Anahonak, Carl

Joney-m Qawartaryaucilrra.

Alaska Univ., Fairbanks. Alaska Native Language Center.

Pub Date-May 77
Note-38p.
Available from-Alaska Native Language Center, University of Alaska, Fairbanks, Alaska 99701 ($1.50)
Language-English; Chugach Sugcestun Aleut
Pub Type- Guides - Classroom - Learner (051) - Creative Works (030)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-*Alaska Natives, Bilingual Education, Cultural Background, Elementary Education, *Eskimo Aleut Languages, Eskimos, *Folk Culture, *Language Instruction, *Reading Instruction, Second Language Learning, *Tales, Uncommonly Taught Languages
Identifiers-*Chugach Sugcestun Aleut

This children's story in the Chugach Sugcestun Aleut language is for elementary school children with a good grasp of the language. The story is about the activities of an Alaskan boy. Pen-and-ink sketches illustrate the text and an English translation is appended. (NCR)

ED 168 506 IR 006 999

Laubacher, Marilyn R., Comp.

A Glossary of ERIC Terminology.

Syracuse Univ., N.Y. ERIC Clearinghouse on Information Resources.
Spons Agency-National Inst. of Education (DHEW), Washington, D.C.
Pub Date-78
Contract-400-77-0015
Note-25p.
Available from-Syracuse University Printing Services, 125 College Place, Syracuse, New York 13210 ($2.00)
Pub Type- Reference Materials - Vocabularies/Classifications (134)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Data Bases, *Definitions, *Information Networks, Information Retrieval, *Vocabulary
Identifiers-*ERIC

Designed to be of assistance to the new ERIC user, this glossary provides brief definitions of more than 60 terms associated with the ERIC data base and the search process. These include titles of indexes, agencies, and acronyms peculiar to ERIC as well as terms used to describe computer search strategy. A directory of ERIC network components including the 16 clearinghouses is also provided. (CWM)

ED 168 590 IR 007 151

Daniel, Evelyn H.

Media in the Library: A Selected, Annotated Bibliography.

Syracuse Univ., N.Y. ERIC Clearinghouse on Information Resources.
Spons Agency-National Inst. of Education (DHEW), Washington, D.C.
Report No.-IR-32
Pub Date-78
Grant-400-77-0015
Note-99p.
Available from-Syracuse University Printing Services, 125 College Place, Syracuse, New York 13210 (IR-32; $5.25)
Pub Type- Reference Materials - Bibliographies (131)
EDRS Price - MF01/PC04 Plus Postage.
Descriptors-Anthologies, Audiotape Recordings, *Audiovisual Aids, Cataloging, *Educational Technology, Films, *Library Acquisition, *Library Material Selection, Library Technical Processes, Slides, Videotape Recordings
Identifiers-Information Analysis Products

This extensive, selective bibliography of readings, an updating of Media and Instructional Technology in the Library'' by Bruce E. Dewey and Richard Howard, is designed to provide librarians and media specialists with an array of materials dealing with the range of activities and services relating to the inclusion of nonprint material in libraries. It is intended as a resource tool for the practicing librarian faced with problems of selection, acquisition, production, organization, and processing of nonprint materials, as well as for library school students and educational technologists. Over 4,000 items were examined for potential inclusion in the listing, and approximately 500 were selected. Concentration was on library use of nonprint material; instructional technology was treated in a general manner.

Near-print'' media, such as microforms, maps, charts, globes, were excluded while intermediate technology,'' e.g., slides, 8mm and 16mm film, audiotapes and recordings, were included. A primary source for the search was ERIC. Items are presented in a classified arrangement, and a complete author and title index provides alphabetic access to items included. (Author/JEG)

ED 168 727 PS 010 507

Duncan, Edward M.

The Development of Analog and Propositional Representations in Semantic Memory.

Pub Date-Mar 79
Note-9p.; Paper presented at the Biennial Meeting of the Society for Research in Child Development (San Francisco, California, March 15-18, 1979)
Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Abstraction Levels, Adults, *Age Differences, *Classification, *Concept Formation, Elementary School Students, *Memory, Pictorial Stimuli, Reaction Time, Research

The purposes of this experiment were: (1) to examine the development of categorical representations by comparing the performance of children of various ages to adults, and (2) to compare the internal representations of basic level and superordinate categories. Subjects were 48 children (in second, fourth and sixth grades) and 16 adults. The stimulus pictures consisted of 80 line drawings of objects belonging to five categories. On each trial the experimenter orally presented a category name to the subject, then advanced a slide tray exhibiting an arrow which indicated the orientation of the test stimulus. When the subject felt prepared for the test picture, he or she pressed a foot pedal which stopped the timer (measuring preparation time). Approximately one second later the test stimulus was presented, and again the timer was activated and stopped by the response of the subject (measuring discriminative response latency to the test situation). The analysis of the preparation times indicated that superordinate representations are generated and rotated at the same rate as basic level representations. In contrast, the analysis of the response latencies to the test response stimuli revealed that the representations are different. For basic level trials, neither typicality nor response type interacted with the angle of rotation. For superordinate trials, there were significant effects of age level, typicality, and angle of rotation. (Author/MP)

ED 168 817 SE 026 771

White, Arthur L., Ed.

National Association for Research in Science Teaching 52nd Annual Meeting, Abstracts of Presented Papers (Atlanta, Georgia, March 21-23, 1979).

ERIC Information Analysis Center for Science, Mathematics, and Environmental Education, Columbus, Ohio.; National Association for Research in Science Teaching.
Spons Agency-National Inst. of Education (DHEW), Washington, D.C.
Pub Date-Mar 79
Note-242p.
Available from-Information Reference Center (ERIC/IRC), The Ohio State University, 1200 Chambers Rd., 3rd Floor, Columbus, Ohio 43212 ($3.50)
Pub Type- Information Analysis (070) - Speeches/Meeting Papers (150)
EDRS Price - MF01/PC10 Plus Postage.
Descriptors-*Conference Reports, Conferences, *Educational Research, Elementary Secondary Education, Higher Education, *Professional Associations, Research, *Science Education
Identifiers-Information Analysis Products, *National Assn of Research Science Teaching

This publication contains abstracts of papers presented at the 52nd annual meeting of the National Association for Research in Science Teaching (NARST), Atlanta, Georgia, March 21-23, 1979. Papers relate to science teacher education (preservice and inservice), cognitive development, learning, instruction, teacher and student behaviors, research design and other topics. (PEB)

ED 168 300 FL 010 079

Sachs, Jacqueline

Topic Selection in Parent-Child Discourse.

Pub Date-78
Note-16p.; Paper presented at the Southeastern Conference on Human Development (Atlanta, Georgia, April 1978).
Pub Type- Speeches/Meeting Papers (150) - Reports - Research (143)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Child Language, Cognitive Development, Concept Formation, *Discourse Analysis, Interaction Process Analysis, *Language Development, *Language Processing, Language Skills, Preschool Children, *Psycholinguistics, Semantics, Speech Communication, Syntax, *Verbal Development, Verbs

In any successful conversation, a speaker must select both what is said and how it is said on the basis of various estimates of the listener's abilities, knowledge and interests. Most research on linguistic input to children has focused on the tendency of speakers to simplify their speech for the younger listener. Little attention has been paid to the ways in which adults might introduce material that is outside the child's current system, but that the child is ready to acquire. This paper reports a longitudinal study of the "fine-tuning" of parents' speech to a child over a particular conceptual domain: reference to events that happened outside the current context at an earlier point in time. Reference to past in the adults' speech was chosen for study since temporal reference is a complex part of language acquisition where one finds both the child's comprehension and usage changing gradually over a long period of time. The data consisted of transcripts of interactions between a first-born child and her mother or father when she was 20 months to 29 months old. It was concluded that speakers are sensitive to specific cues from the linguistic behavior of the child, and use these cues in selecting topics that (1) structure the conversation to allow the child to participate most effectively, and (2) present opportunities for the child to acquire new forms at appropriate times. (Author/AMH)

ED 168 402 HE 011 086

Oklahoma State Regents for Higher Education. Nineteenth Biennial Report, Part II. Fiscal Year Ending June 30, 1978.

Oklahoma State Regents for Higher Education, Oklahoma City.
Pub Date-30 Jun 78
Note-188p.; Some parts marginally legible due to small print
Available from-Oklahoma State Regents for Higher Education, 500 Education Building, State Capitol Complex, Oklahoma City, OK 73105
Pub Type- Reports - Descriptive (141)
EDRS Price - MF01/PC08 Plus Postage.
Descriptors-Accreditation (Institutions), Budgets, Capital Outlay (for Fixed Assets), College Entrance Examinations, Community Colleges, Degrees (Titles), *Educational Finance, Educational History, Enrollment, Expenditures, Federal Legislation, Fees, *Higher Education, Income, Private Colleges, *State Aid, *State Boards of Education, State Colleges, State Universities, *Statewide Planning, Statistical Data, Student Financial Aid, Tables (Data), Tuition
Identifiers-*Oklahoma

The annual report outlines activities in the Oklahoma State System of Higher Education for the period July 1, 1977 to June 30, 1978. Among the information provided are: progress and plans both within the system as a whole and within the institutions; historical and statistical information (enrollment, degrees, accreditation, student aid, Title VII of the Higher Education Act of 1965 and Title VI-A of the same act, regents' publications, the Oklahoma College Testing Program, regents' resolutions and expenditures, appropriation acts, budget information, the regents' loan fund, current income and expenditures, bonded indebtedness, capital improvements, new college funds, and student fees); and the historical record of boards, institutions, and presidents. Fifteen two- and four-year state institutions are included, and summary reports are given for private institution data. Some data tables are included. (MSE)

Roberts, Joan McKee, Elizabeth Chadbourn

U.S. National Archives Microfilm Publications in the University of Arkansas Library. Bibliographic Series No. 23.

Arkansas Univ., Fayetteville. Mullins Library.

Pub Date-77

Note-9p.

Pub Type- Reference Materials - Bibliographies (131) - Collected Works - Serials (022)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Archives, Library Materials, *Microfilm, *Primary Sources, *Reference Materials, United States History, University Libraries

Microfilm publications from the U.S. National Archives held by the Arkansas University library are listed. Full bibliographic citations and film call numbers are given for the materials, which include selected collected papers, correspondence, dispatches, and general records of U.S. government officials and departments from the early 19th to the 20th century. Confederate records are included. (MBR)

ED 168 569 IR 007 110

Cramer, Robert F.
A Plan and Manual for the First Stage (Fully Operational) of a Computerized Community Skills Exchange.
Resources for Communication, Windsor, Calif.
Pub Date-78
Note-21p.; Not available in hard copy due to marginal legibility
Pub Type- Reports - Descriptive (141)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-*Community Information Services, Community Resources, Data Collection, *Data Processing, *Human Resources, *Information Systems, *Job Skills, Manuals, Program Planning, Questionnaires

The techniques for data collection and storage using files and punch cards which are described are used by the computerized community skills exchange, A Person To Person Living Exchange (APPLE), in Portland, Oregon. Clients complete questionnaires that register up to seven skill-areas in which they seek help, or where they could provide service to others. To effectively match skills and needs from this data, an item file and an inverted file are manually constructed. The item file is organized by client name and gives address, skills, needs, and other necessary information. An inverted file uses keywords to describe each skill and additional keywords to indicate levels of competence, kinds of compensation needed, and other details. Persons possessing these skills are listed below the keyword as numbers. Overlaps in skills and needs can be detected through this file. A description of the APPLE system, together with the skills and resources list and the membership questionnaire, provides background information to the step-by-step instructions on data preparation. Explanations are given for the construction of item and inverted files and the use of the numbering system and keywords with punch cards. Manual manipulation of punch cards for matching needs and skills prior to programming of the computer using these cards is also described. (CWM)

Menzel, Dorothy Pappas
Phonetics and Pronunciation Audio Guides.
Napa Coll., Calif.
Pub Date-19 Sep 78
Note-309p.; Includes a paper presented at the Western Speech Communication Association Convention (Los Angeles, California, February 20, 1979)
Pub Type- Guides - Classroom - Learner (051)
EDRS Price - MF01/PC13 Plus Postage.
Descriptors-*American English, Audiotape Recordings, Audiovisual Centers, Audiovisual Instruction, Community Colleges, Consonants, English (Second Language), Individualized Instruction, *Junior Colleges, Non English Speaking, Phonemes, *Phonetics, Phonetic Transcription, *Pronunciation Instruction, Videotape Recordings, Vowels

These study guides were prepared to accompany 32 one-half hour videotapes on the sounds of English, which together serve as the basis for a phonetics and pronunciation course at Napa College. In addition to viewing the videotapes, the students, largely non-English speaking, have contact with their instructor for one and one-half hours per week and can consult individually with the instructor during office hours. Audiotapes must be used in the language laboratory and students must participate in tutorials in the Skill Center which focus on specific pronunciation deficiencies. Weaknesses in the system include the confusing aspects of the International Phonetic Alphabet for non-English speakers, the large time demand upon teachers, and the lack of suitable tutors; however, the course achieves the objectives of teaching the pronunciation of English and increasing vocabulary awareness in a flexible, non-punitive, and non-threatening atmosphere. Introductory materials cover course content, the International Phonetic Alphabet, basic linguistic concepts, American dialects, and standard and substandard English. Audio and video tapes and their companion study guides cover the following sounds: (1) stop plosives, (2) front, back, and central vowels, (3) fricatives, (4) affricates, (5) glides, (6) lateral/syllabic consonants, (7) nasals, and (8) diphthongs. The study guides contain exercises and instructions. (MB)

ED 168 689 PS 010 452

Ackerman, Brian P.

The Effect of Labeling on the Memory of Children and Adults of Pictorial Paired-Associates.

Pub Date- 78
Note-25p.
Pub Type- Reports - Research (143)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Adults, Age Differences, Cognitive Development, Cognitive Processes, *Elementary School Students, Instruction, *Learning Processes, *Memorizing, *Paired Associate Learning, Pictorial Stimuli, *Recall (Psychological), Verbal Stimuli
Identifiers-*Labeling, *Redintegration

This study investigates the role of labeling in developmental increases in picture recall. In two experiments, the memory for pictorial paired-associates of first graders or second graders, fourth graders and adults was evaluated by means of a study-test cued recall procedure. In Experiment 1, the stimulus presentation duration (on-time) and the interstimulus interval (off-time) were varied to allow or preclude the spontaneous use of labeling. In Experiment 2, half the subjects in each grade received labeling instructions, and recall was cued by means of either a picture or a picture label. In both experiments, the elements of the paired-associates were related either acoustically, conceptually, or not at all (neutral). This was done in order to determine the locus of the labeling effect and to enable the detection of labeling activity. The results showed that labeling instructions facilitated the recall of only the younger children, but that there were developmental differences in recall that could not be attributed to labeling differences. In addition, increases in the use of labeling were accompanied by increases in recall for the conceptually related pairs, suggesting that an important effect of labeling is to aid the processing of the conceptual information in pictures. (Author/RH)

Salter, Dannis A. Molnar, Joseph J.

Background Characteristics and Goals of Agriculture Students: 1890-1862 Comparisons.

Spons Agency-Alabama Agricultural Experiment Station, Auburn.; Department of Agriculture, Washington, D.C.
Pub Date-Feb 79
Note-31p.; Publication contributes to USDA Cooperative State Research Service Southern Regional Project S-114, Defining and Achieving Life Goals: A Process of Human Resource Development''; Paper presented at the Annual Meeting of the Southern Association of Agricultural Scientists (34th, New Orleans, Louisiana, 4-7 February, 1979)
Pub Type- Reports - Research (143) - Historical Materials (060) - Speeches/Meeting Papers (150)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*Agricultural Colleges, *Agricultural Education, Agricultural Occupations, Black Colleges, Blacks, Caucasians, College Students, Comparative Analysis, Females, Higher Education, Institutional Characteristics, *Land Grant Universities, Males, *Objectives, Racial Differences, Rural Areas, Sex Differences, *Southern States, Student Attitudes, *Student Characteristics

Because the 1862 and 1890 Morrill Act Land Grant colleges feature predominantly white or predominantly black student enrollments, a study to assess similarities and differences of the respective student bodies was undertaken. A selected sample of students at all southern land grant institutions was asked in the spring of 1977 to respond to a questionnaire dealing with personal and family background, high school experience, work experience, college experience, goals and aspirations, and attitudes toward various issues and topics related to occupational roles in agriculture. Percentages of students growing up on a farm were about the same for both types of schools. The predominantly white 1862 schools had a greater percentage (27 percent) of women enrolled in their colleges of agriculture than did the 1890 schools (18.8 percent). Loans and grants enable 65.3 percent of the 1890 students to pay their way through college while 24.8 percent of the 1862 students received funding from this source. When the desired educational levels were compared, the 1862 students were found to be geared towards obtaining a bachelor's degree with the 1890 students more oriented towards earning a graduate level degree. Of the students who chose to work in an agricultural setting, both groups chose veterinary medicine as the most frequently desired occupation with general farming or ranching as the second. Tabular data at the end of the document is used to summarize the study's findings. (DS)

ED 168 780 RC 011 259

Indian Education Oversight; Part I: Supplemental Programs. Hearings Before the Subcommittee on Elementary, Secondary, and Vocational Education of the Committee on Education and Labor, House of Representatives, 95th Congress, 1st Session (September 16, 20, and October 7, 1977).

Congress of the U.S., Washington, D.C. House Committee on Education and Labor.

Pub Date-78

Note-414p.; Not available in hardcopy due to small print size of original document

Pub Type- Legal/Legislative/Regulatory Materials (090) - Opinion Papers (120) - Reports - Descriptive (141)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-*American Indians, *Bilingual Education, Bilingualism, Child Language, Cross Cultural Studies, *Cultural Awareness, Cultural Pluralism, *Educational Needs, Educational Programs, *Federal Aid, Federal Legislation, Language Handicapped, *Leadership, Legislation, Multicultural Education, Needs Assessment, Second Language Learning, Treaties, Tribes

Identifiers-*American Indian Education, Congress 95th, Federal Indian Relationship

Programs to supplement government efforts in Indian education were explored in three days of hearings held in September and October of 1977. The first two days of testimony involved bilingual and bicultural aspects of Indian education. Appearing first were officials from the Department of Health, Education and Walfare Office of Bilingual Education and the Bureau of Indian Affairs Office of Indian Education Programs. Both men explained their departments' past and current efforts in bilingual education. Witnesses from local and state level groups involved in Indian education plus other representatives of federal government and national organizations also testified. A dominant theme of much of the testimony was the need to expand bilingual education to include cultural preservation, especially the preservation of the Indian dialects and languages. Other needs cited included expansion of research and cultural studies, undergraduate programs for training Native American bilingual instructors, certification of native speakers, development of on-site curriculum materials, and additional centers for creating and disseminating bilingual materials. The third day of hearings was concerned with P.L. 92-318, the Indian Education Act. Witnesses lauded the spirit of the act and its accomplishments, but suggestions for improvement included: (1) federal funding to teach cultures; (2) research authority; (3) changes in entitlement formulas; and (4) technical assistance to parent committees. (DS)

ED 168 843 SE 026 921

Mathematical Problem Solving Project Technical Report III: Module Development and Formative Evaluation. Appendix C - Using Guesses to Solve Problems'' Quizzes and Data.

Indiana Univ., Bloomington. Mathematics Education Development Center.
Spons Agency-National Science Foundation, Washington, D.C.
Pub Date-May 77
Grant-NSF-PES-74-15045
Note-68p.; For related documents, see SE 026 911-934; Contains occasional light and broken type ; Best copy available
Pub Type- Reports - Research (143)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-Elementary Education, *Elementary School Mathematics, *Formative Evaluation, *Mathematics Education, *Problem Solving, *Program Evaluation, *Tests
Identifiers-*Mathematical Problem Solving Project

This appendix to the Mathematical Problem Solving Project Module Development and Formative Evaluation'' contains quizzes for trials 1 and 2 for the module entitled Using Guesses to Solve Problems.'' Teachers comments from these trials are included. (MP)

ED 168 383 HE 010 949

Copeland, Large L.

An Institutional Analysis of K College: A Socio-Political Paradox and Retention.

Kalamazoo Coll., Mich.

Spons Agency-Rockefeller Foundation, New York, N.Y.

Pub Date-Sep 78

Note-40p.

Pub Type- Reports - Evaluative (142)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-Data Collection, *Evaluation Methods, Higher Education, *Institutional Characteristics, Institutional Environment, *Institutional Research, Needs Assessment, School Holding Power, School Organization, *Self Evaluation, Tables (Data)

Identifiers-*Institutional Self Evaluation, *Kalamazoo College MI

An institutional analysis of Kalamazoo College written by an Intern in the President's office is presented. Examined are such aspects of the college as the board and its major committees; the operations of the President's office; students, faculty, administration, and staff; community involvement; institutional data; budget data; institutional policy; and the social, political, and academic climates. The three critical areas are identified: (1) institutional research does not have a natural tie to the computing facility and usually compiles data in a piecemeal fashion; (2) there is an attitudinal factor that prevents the college from diversifying the college makes a national effort to duplicate its similarities; and (3) the college is experiencing a serious retention problem. (BD)

ED 168 420 HE 011 124

Ashworth, Kenneth H.

Coordinating Board, Texas College and University System, 1978 Annual Report.

Texas Coll. and Univ. System, Austin. Coordinating Board.

Pub Date-31 Aug 78

Note-79p.

Available from-Coordinating Board, Texas College and University System, LBJ Building, P.O. Box 12788, Austin, TX 78711

Pub Type- Reports - Descriptive (141)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors-Adult Education, Campus Planning, *College Administration, Community Colleges, Educational Coordination, Educational Finance, Faculty Workload, Grants, *Higher Education, *Medical Education, Multicampus Colleges, Nursing, Physical Facilities, *State Boards of Education, State Colleges, State Universities, *Statewide Planning, *Student Financial Aid, Student Personnel Services, Teacher Salaries

Identifiers-Family Practice (Medicine), Long Range Planning, *Texas

The 1978 annual report of the Coordinating Board of the Texas College and University System is presented. The Board's major accomplishments in 1978 included the development of enrollment projections for the next decade, adoption of faculty workload guidelines, and implementation of a family practice residency program. The contents of the report include an overview of developments and sections on: financial planning, senior college and universities, community colleges and continuing education, health affairs, student services, campus planning and physical facilities development, administration, and other activities of the Coordinating Board. Specific topics include: Texas formula system, higher education appropriations for 1978-79, faculty salaries, research funds, statewide guidelines for faculty workloads and small classes, interdisciplinary degree guidelines, community service and continuing education, family practice residency program, nursing education, college student loan program, Tuition Equalization Grant Program, Texas Public Educational Grants Program; State Student Incentive Grant Program, Texas Assistance Grants Program, monitoring of access to the handicapped, housing survey, federal energy project funds, business services, personnel services, educational data center, data processing, Texas student information system, educational information centers, and research and publications. (SW)

Student Financial Assistance Programs. Hearings Before a Subcommittee of the Committee on Government Operations, House of Representatives, Ninety-Fifth Congress, Second Session. July 27; August 3; and October 5, 1978.

Congress of the U. S., Washington, D. C. House Committee on Government Operations.

Pub Date-78

Note-309p.; Not available in hard copy due to marginal legibility of original document

Available from-Superintendent of Documents, U.S. Government Printing Office, Washington, DC 20402

Pub Type- Legal/Legislative/Regulatory Materials (090)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-*Administrative Problems, *College Students, *Federal Aid, Federal Government, Financial Policy, *Financial Support, Grants, Higher Education, Interagency Coordination, Problem Solving, Scholarships, *Student Financial Aid, Student Loan Programs

Identifiers-*Need Analysis (Student Financial Aid), *Office of Education

Three hearings held before the U S. House of Representatives on student financial assistance programs were concerned with the manner in which the Office of Education's assistance programs were being administered, the extent and nature of fraud, waste and abuse, and the progress of the Department of Health, Education, and Welfare's (HEW) corrective action. Statements were presented by Joseph Califano, Leo L. Kornfeld, and Thomas Morris, and letters and statements were submitted for the record. The seven student assistance programs administered by HEW are described and problems and corrective measures are outlined. The six student financial assistance programs administered by the Office of Education were consolidated into a single bureau, and the relationship between headquarters and the regions was rearranged. A computer systems expert who was experienced in helping educational institutions solve management problems was appointed to head the new bureau. One problem that has been addressed is the need to effectively coordinate HEW student assistance programs with those of other agencies, such as the Veterans Administration. (SW)

IR

ED 168 458 IR 005 310

Crooks, R. E.
The Evaluation of an Information Retrieval System.
Pub Date-74
Note-19p.
Pub Type- Information Analysis (070) ()
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Bibliographies, Cost Effectiveness, Flow Charts, *Information Retrieval, *Literature Reviews, Mathematical Models, *Models, *On Line Systems, *Performance Criteria, Relevance (Information Retrieval), Systems Approach, User Satisfaction (Information)

Various models that have been devised to evaluate the performance of information retrieval systems are reviewed. Such models fall into three categories: (1) evaluation from the viewpoint of the user, who is primarily concerned with how well the system responds to his query; (2) evaluation from the system operator's standpoint, which focuses on the operation of the system; and (3) a merging of these two points of view. Parameters considered include system costs, recall, precision, form of output, and response time. Although most of the models described are mathematically derived, no attempt is made to elaborate upon the equations. A bibliography is attached. (JD)

ED 168 507 IR 007 001

Lloyd, Joel J., Ed.

Information Demand and Supply for the 1980's. Proceedings of a Seminar Organized by ICSU AB at the US National Academy of Sciences, Washington, D.C., USA, June 23-24, 1976.

International Council of Scientific Unions, Paris (France). Abstracting Board.

Spons Agency-National Academy of Sciences, Washington, D.C.

Pub Date-Jun 76

Note-183p.; Not available in hard copy due to print quality

Pub Type - Reports - Descriptive (141)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-*Futures (of Society), Information Dissemination, *Information Needs, *Information Science, Information Services, *Information Systems, Planning, *Technological Advancement

This collection of delivered papers at the seminar on information needs and utilization in the 1980's comprises the keynote address, Information in the 1980's'' by Donald Fink, and presentations from three panels. The first panel, moderated by Joel J. Lloyd, includes the following: Aspects and Characteristics of the Future Information Society'' by Mary Jones, Progress in a Developing Country'' by Jose Perez Alvarez-Ossorio, and The Determining Characteristics of the Time-Space Framework of Our Environment and the Special Nature of the Information That Will be Needed'' by Dale Baker. The second panel addressed the new media, techniques, and mechanisms for the 1980's and was moderated by J.R. Smith. Papers included The Information Industry, an Invisible Industry'' by Isaac Auerbach, Shall We Be Ready In the 1980's?'' by Nathalie Dusoulier, and Information Techniques and Mechanisms for the 1980's'' by Derek Barlow. The third panel's papers included Some Considerations on Information Transfer for Developing Countries'' by Adam Wysocki, Global Political Factors'' by Lee Burchinal, and Information Systems in the Context of a New International Economic Order'' by John Woolston. This last panel was moderated by A.K. Kent. Concluding remarks were by Jorge Sahade. (RAO)

ED 168 548 IR 007 082

Butler, Matilda

Sex Stereotyping in Instructional Materials and Television: Awareness Kit.

Women's Educational Equity Communications Network, San Francisco, Calif.

Spons Agency-Office of Education (DHEW), Washington, D.C. Women's Program Staff.

Pub Date-78

Contract-300-77-0535

Note-51p.; Best copy available

Pub Type- Guides - Non-Classroom (055)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors-Bibliographies, *Broadcast Television, Check Lists, Childrens Television, Elementary Secondary Education, Information Dissemination, *Instructional Materials, Perception, Sex Discrimination, Sex Role, *Sex Stereotypes, Worksheets

This awareness kit provides information on the portrayals of women and men in two media instructional materials and television; discusses how to evaluate and choose the best media materials from those that exist; recommends actions that will help to eliminate sex stereotyping in instructional materials and television; and suggests an approach to teaching children how to be aware of sex stereotyping in the media so they can better counter it themselves. Recognizing that sex is only one basis for stereotyping, ways of developing an awareness of other stereotypes in media messages are suggested whenever possible. References and a selected bibliography are included, as well as sample checklists and examples of guidelines. (Author/CMV)

ED 168 631 JC 790 211

O'Connor, J. Kevin

Solar Energy Task Force Report on Education and Training.

Solar Energy Research Inst., Golden, Colo.

Spons Agency-Department of Energy, Washington, D.C. Educational Programs Div.

Pub Date-Jan 79

Note-57p.; Report presented at the National Energy Education, Labor, and Business Conference on Energy-Related Vocational and Technician Training, Employment and Public Energy Awareness (Washington, D.C., January 15-17, 1979).

Pub Type- Reports - Evaluative (142) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors-Community Colleges, *Curriculum Development, Equipment, Facility Requirements, Heating, Job Skills, Job Training, *Junior Colleges, Occupational Information, Program Costs, Program Planning, *Solar Radiation, *Technical Education, *Technical Occupations

Identifiers-*Solar Energy

The Solar Energy Task Force Report summarizes data, information, and discussions focusing on solar space and water heating applications. The report is intended to fill a need for curriculum and course development and direction for technical training programs, especially in vocational/technical schools and community colleges. It addresses curriculum suggestions; jobs, tasks, and skills for which training is needed; and equipment recommendations necessary in establishing a solar training center. In general, technical training which produces individuals strictly known as solar technicians, mechanics, installers, etc., is not advocated as the demand for purely solar jobs is uncertain. As such, solar specialization programs at the community college level should be added only in response to the needs of the community. Specific job tasks and functions are outlined for the following solar-related jobs: (1) sales; (2) estimator/designer; (3) installer; (4) electrician (not necessarily trained in the solar program); (5) supervisor; and (6) maintenance service. Examples of existing solar curricula and programs are offered, equipment needs are considered, and cost considerations in setting up a solar training laboratory are outlined. A reading list for solar energy is included. (MB)

ED 168 650 JC 790 233

Cato, Jimmy E.

Designing a Staff Development Curriculum for Community College Personnel at College of Alameda.

Pub Date-Sep 77

Note-65p.; Ed. D. Practicum, Nova University

Pub Type- Dissertations/Thesis (040) - Reports - Research (143) - Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors-College Faculty, Community Colleges, *Curriculum Design, Curriculum Guides, *Educational Interest, Effective Teaching, Faculty Development, *Inservice Programs, Institutional Research, *Junior Colleges, *Needs Assessment, Scheduling, School Personnel, *Staff Improvement, Staff Orientation, Teacher Attitudes, Teacher Participation

As part of an effort to design and implement staff development and instructional improvement opportunities for personnel at the College of Alameda (California), questionnaires were distributed to all 250 staff members (105 responded 24 classified and 81 faculty). Additionally, the concerns of the college president and the staff development committee were determined. The questionnaire elicited information on: (1) improving job assignment; (2) the value of various staff development activities and willingness to participate in them; (3) preferences with regard to formats and frequency of activities; and (4) methods of improving instruction. Using the results of the survey and a review of current successful programs at other colleges, nine mini-courses were developed. The five courses designed for faculty were Community College Staff Development,'' Exploring Alternative Teaching Methods,'' Community College Curriculum,'' Group Dynamics and Human Interaction,'' and The Community College Student.'' The four mini-courses developed for classified personnel were Classified Staff Orientation,'' Office Practices,'' Classified Staff Seminar,'' and Skills Specialization Workshop.'' The survey instrument, a bibliography, and course outlines are appended. (Author/MB)

ED 168 669 JC 790 257

Cowdrick, Charles Vuturo, Robert

Integrated User Instruction and the Community College Library.

Pub Date- 79

Note-21p.

Pub Type- Opinion Papers (120) - Information Analysis (070)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Community Colleges, *Junior College Libraries, *Junior Colleges, Junior College Students, Librarians, *Library Instruction, Library Programs, *Library Skills, Student Needs, *Units of Study

Although no major longitudinal studies of library user education programs have been conducted at the community college level, several surveys have been conducted at the senior college level that can be combined with data about community colleges and their students to draw some conclusions in this area. First, there is a real need for bibliographic instruction at the community college level. Such instruction is consistent with professional guidelines and with the goals of community college education and with the characteristics and goals of community college students. Bibliographic instruction can take the form of separate courses dealing specifically with the library and methods of access or it can be integrated into the existing curriculum through specially designed units that can be presented at appropriate points during the semester to augment existing courses. Student enrollment patterns, the faculty status of librarians at community colleges, frequently small enrollments, and other factors make the integrated approach to library instruction especially well suited to the two-year college. However, although community college librarians may have a somewhat easier time of instigating programs of integrated instruction than their colleagues at senior institutions, they are likely to meet resistance, and must be prepared to promote such programs as well as to develop the skills necessary to conduct them successfully. (Author/AYC)

ED 168 709 PS 010 477

Hartup, Willard W.

Current Issues in Social Development.

Pub Date-Mar 79

Note-28p.; Paper presented at the Biennial Meeting of the Society for Research in Child Development (San Francisco, California, March 15-18, 1979); Not available in hard copy due to marginal legibility of original document

Pub Type- Speeches/Meeting Papers (150) - Translations (170) - Opinion Papers (120)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-Child Rearing, Children, Environmental Influences, *Family Influence, Family Life, Family Relationship, *Interaction Process Analysis, *Interpersonal Competence, Parent Child Relationship, Parent Influence, *Peer Relationship, Primatology, Psychological Studies, Security (Psychology), Siblings, *Social Adjustment, Social Behavior, *Social Development, Social Environment, Socialization, Student School Relationship

This paper reviews the literature concerned with the effect of various social systems (e.g., the family and the school) on the growth of social competence in the individual child and makes suggestions for further research. The discussion employs the contemporary view of socialization which emphasizes reciprocal causality (i.e., the reciprocal consequences ensuing each time a child interacts with another individual). The first section deals with research on the major social worlds of the child family, peers, and school and stresses both how those worlds affect the child and vice versa. For example, the relations between a child's parents will influence the child's social development, but the child's actions also influence the parents' relationship. The second section discusses the interrelationship among the child's social worlds, with a focus on how family relations affect peer relations and vice versa. Considerable use is made of primate studies in arguing that secure family relations have important consequences for peer relations, although the nature of the social interaction differs greatly between the two systems. It is concluded that family relations provide the basis for the child's exploration of the social world which is necessary for social adaptation. Throughout the document, recommendations are made for more detailed empirical analysis of the child's interactions with others and their effects on social development. An extensive bibliography is appended. (Author/BH)

ED 168 763 RC 011 240

Rothwell, Stephen J.
Films on Indians and Inuit of North America 1965-1978 (Films sur les Indiens et les Inuit de l'Amerique du Nord 1965-1978).
Department of Indian Affairs and Northern Development, Ottawa (Ontario).
Pub Date-78
Note-304p.
Language-English; French
Pub Type- Reference Materials - Bibliographies (131) - Historical Materials (060) - Books (010)
EDRS Price - MF01/PC13 Plus Postage.
Descriptors-*American History, *American Indians, Anthropology, Art, *Canada Natives, Cultural Background, Environment, Eskimos, *Films, Foreign Language Films, Legends, Tribes
Identifiers-Canada, *Inuits, North America

This bilingual annotated bibliography of French and English films about the Indians and Inuit of North America contains entries for more than 1200 films made between 1965 and 1978. Although most of the films are in English, about 100 French films are included. Their titles are listed alphabetically in an Index of Films in French''. There are 4 main indices. The Index of Subjects lists in French the main subject areas of the films about North American Indians and, in a separate list, about the Inuit. The Subject Index lists the English title of all films pertaining to each subject area. There are separate subject indices for North American Indian and Inuit films. The Main Title Index lists Indian and Inuit films together and is organized alphabetically by film title. French films are listed alphabetically in both languages with the major entry for the film appearing under the English version of the title. Entries include the following information in English: country and year of production, length, color or black and white, producer, and distributor. Film descriptions are given in both French and English. About 175 film distributors and their addresses are included in the Distributors Index, organized alphabetically by company name. (SB)

ED 168 797 RC 011 280

Hoxeng, James
Let Jorge Do It: An Approach to Rural Nonformal Education.
Massachusetts Univ., Amherst. Center for International Education.
Pub Date-73
Note-233p.; Not available in hardcopy due to publisher's preference; Best copy available
Pub Type- Reports - Descriptive (141)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-*Adult Education, Adult Literacy, *Change Agents, Community Development, Developing Nations, Economically Disadvantaged, Educational Alternatives, Educational Radio, *Games, *Instructional Materials, *Nonformal Education, Rural Areas, Rural Development, *Rural Education, Self Concept, Teaching Methods
Identifiers-Agency for International Development, *Ecuador, University of Massachusetts Nonformal Educ Project

Operating under the philosophy that people can learn from each other, the Nonformal Education Project trained 24 Ecuadorian campesinos in seven rural mestizo villages to instruct their peers in basic litaracy skills, negotiating techniques, and the development of self-esteem. Within a year of operation some of the original facilitators'' were setting up similar training programs for other villages. Some of the teaching methods were based on instructional games developed specifically for the project. Criteria for the games were that they be low cost and easily produced, require little training to play, and be interesting enough to be used over and over. Hacienda,'' a Monopoly-like board game, was at times played by 6 to 40 participants; it explored a wide variety of community activities and situations. Other games were Letter Rummy,'' Addition Bingo,'' and Math Roulette.'' The facilitators also instituted 26 community development projects, 13 of which were successfully completed. After a year of operation, a number of conclusions for the project could be reached: a felt need for literacy is a sufficient motivating force to bring a portion of people in a campesino community together for daily meetings, and local Facilitators can conduct meetings, are acceptable as teachers, and can design and run training programs. Results of the project imply that basic educational needs in rural areas of the third world could be satisfied by non-professional educators using materials which promote participation and dialogue; Jorge can do it. (Author/DS)

ED 168 364 FL 010 244

Mather, Elsie

Iqiasuaq Avinnaq (The Lazy Mouse).

Alaska Univ., Fairbanks. Alaska Native Language Center.

Pub Date-73

Note-22p.

Language-Inupiaq

Pub Type- Guides - Classroom - Learner (051) - Creative Works (030)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-*Alaska Natives, *American Indian Languages, *Athapascan Languages, Bilingual Education, Cultural Background, Elementary Education, Folk Culture, *Language Instruction, *Reading Instruction, Second Language Learning, *Tales, Uncommonly Taught Languages

Identifiers-*Inupiaq

This children's story in the Inupiaq language is written for elementary school children with a good grasp of the language. Pen-and-ink sketches illustrate the text. (NCR)

ED 168 324 FL 010 158

Kirchner, Martha

Andere Lander, Andere Sitten!

American Council on the Teaching of Foreign Languages, New York, N.Y.

Pub Date-76

Note-21p.; For related document, see FL 010 159

Available from-American Council on the Teaching of Foreign Languages, Materials Center, 2 Park Avenue, New York, N.Y. 10016 ($1.00; $.75 each for 10 or more)

Language-English; German

Pub Type- Guides - Classroom - Learner (051)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Autoinstructional Aids, *Cultural Awareness, Cultural Differences, *Cultural Education, Cultural Traits, *Eating Habits, *German, High School Students, *Instructional Materials, *Language Instruction, Secondary Education, *Second Language Learning, Self Evaluation, Student Evaluation

A self-instructional unit on eating habits and customs in Germany is presented for the high school student studying second-year German. Notes to the teacher outline general goals of the unit, specific objectives, additional activities, equipment, and student evaluation. The general goals are: to be able to eat a meal in Germany without offending or attracting undue attention and to develop an appreciation for customs that are different. Additional activities include (1) teaching a friend how to conduct oneself at a German meal; (2) making a list of German expressions needed to get through a meal successfully; (3) explaining American table manners to a German; and (4) suggesting possible reasons for the development of the table customs either in America or Germany. Student evaluation includes four self-quizzes, one of which is a cross-word puzzle. Illustrations are included in the unit. (SW)

ED 168 482 IR 006 971

Perry, Larry S.

Arkansas Genealogy Bibliography. Bibliographic Series No. 25.

Arkansas Univ., Fayetteville. Mullins Library.

Pub Date-77

Note-32p.

Pub Type- Reference Materials - Bibliographies (131) - Collected Works - Serials (022)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-Bibliographies, Demography, *Library Materials, *Local History, *Reference Materials, *State History, University Libraries

Identifiers-*Arkansas, *Genealogy

The selected Arkansas genealogical materials held by the Arkansas University library which are listed include how-to manuals, bibliographies, dictionaries, and encyclopedias and guides. General information on the state is available in genealogical and historical periodicals, general histories and biographical sources, and sources are indicated for census data on agriculture, classes, mortality, population, manufacturing, and products of industry. County publications focusing on the local level include bulletins and newsletters, cemetery registers, county census materials, county historical journals and newsletters, selected country histories, genealogical materials, marriage records, mortality schedules, and wills. Selected family genealogies and memoirs are also listed. Full bibliographic citations, including call numbers, are given. (MBR)

ED 168 528 IR 007 031

Stapleton, Diana L., Comp.

Student Manual.

Eastern Kentucky Univ., Richmond. John Grant Crabbe Library.

Pub Date-77
Note-66p.; Best copy available; some samples removed due to marginal legibility
Pub Type- Guides - Non-Classroom (055)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-*Academic Libraries, Cataloging, *Government Publications, Indexes (Locaters), Library Administration, Library Circulation, *Nonprofessional Personnel, *Policy, Records (Forms), *Students, Training

This manual for student assistants employed in the government document section of the Eastern Kentucky University Library covers policy and procedures and use of the major reference tools in this area. General policies and procedures relating to working hours and conditions, and general responsibilities are discussed, as well as shelving rules and procedures for federal and state documents and microfiche. Circulation of government document materials and policy on keeping of statistics are included, along with sample logs and other recordkeeping forms. The basic reference sources covered include the Monthly Catalog of U.S. Government Publications, ERIC's Resources in Education, the Congressional Information Service Index (CIS), and the American Statistics Index. A subject index is also included. (Author/MBR)

ED 168 818 SE 026 849

Science Education Newsletter, No. 37.
British Council, London (England). Science Dept.
Pub Date-Sep 78
Note-36p.; Contains occasional light type
Pub Type- Collected Works - Serials (022)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*International Programs, *Mathematics Education, *Science Course Improvement Project, *Science Education, Secondary Education, *Secondary School Science
Identifiers-Great Britain

This issue is divided into three sections: (1) Activities in Britain; (2) Publications; and (3) Overseas and International Activities. Numerous topics of interest to secondary school science and mathematics educators pertaining to British education are presented. Included are reports on science education meetings, mathematics tests, science careers in industry, and evaluation of science materials. The overseas and international section is devoted to news items from Portugal, South Africa, Israel, and Australia. (BB)

ED 168 844 SE 026 922

Mathematical Problem Solving Project - Using Guesses to Solve Problems.

Indiana Univ., Bloomington. Mathematics Education Development Center.; University of Northern Iowa, Cedar Falls.
Spons Agency-National Science Foundation, Washington, D.C.
Pub Date-76
Grant-NSF-PES-74-15045
Note-67p.; For related documents, see SE 026 911-934; Colored pages may not reproduce well
Pub Type- Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-*Curriculum Guides, Elementary Education, *Elementary School Mathematics, *Instructional Materials, *Mathematics Education, *Problem Sets, *Problem Solving
Identifiers-*Mathematical Problem Solving Project

This teacher's guide contains instructions for the use of a booklet designed to teach problem solving through guessing. For each lesson the purpose, an overview, and detailed teaching procedures are presented. The five lessons are: (1) using guesses and computation to solve problems; (2) using guesses to solve two-step problems; (3) using guesses and diagrams to solve problems; (4) using estimation to solve measurement problems; and (5) using guesses to solve problems. (MP)

ED 168 301 FL 010 099

Davenport, Linda Y.

Elementary School: The Optimum Time for Foreign Language Learning.

Pub Date-Nov 78
Note-15p.: Paper presented at the joint conference of the Southern Conference on Language Teaching and the Texas Foreign Language Association (San Antonio, Texas, October, 1978)
Pub Type- Reports - Descriptive (141) - Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Articulation (Program), Elementary Education, *Fles, Fles Materials, *Fles Programs, Fles Teachers, *Language Instruction, *Language Programs, Language Skills, Language Teachers, Program Content, Second Language Learning, *Spanish, Teacher Qualifications
Identifiers-*Ysleta Independent School District TX

The teaching of foreign languages in the elementary school (FLES) as an integral part of the elementary curriculum has met with varied success in the U.S., despite increasing evidence that young children are capable of learning to speak a foreign language with less effort and more success than any other age group. The earliest FLES programs date to 1840, and since then, their incorporation into school curriculums and acceptance by communities has experienced dramatic fluctuation in the U.S. in general and in Texas in particular. The Ysleta Independent School District in El Paso, Texas, has maintained a strong FLES Spanish program despite negative trends. The success of the Ysleta FLES program can be traced to competent handling of such problems as community support and appropriate funding, the availability of qualified teachers, the use of comprehensive, updated instructional materials, with supplementary activities that are constantly being evaluated, and the need to articulate FLES with upper level Spanish programs. FLES holds a promise to the student who wishes to become a functioning bilingual upon graduation from high school. (Author/MHP)

Elias-Olivares, Lucia Valdes-Fallis, Guadalupe

Language Diversity in Chicano Speech Communities: Implications for Language Teaching. Working Papers in Sociolinguistics, No. 54.

Southwest Educational Development Lab., Austin, Tex.
Spons Agency-National Inst. of Education (DHEW), Washington, D.C.
Pub Date-Jan 79
Note-28p.; Paper presented at the World Congress of Sociology (9th, Uppsala, Sweden, August 14-19, 1978)
Available from-Southwest Educational Development Laboratory, 211 East Seventh Street, Austin, Texas 78701
Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Bilingual Education, Bilingualism, *Cultural Pluralism, Elementary Secondary Education, Higher Education, Language Attitudes, *Language Instruction, Language Research, Language Role, Language Variation, *Mexican Americans, Regional Dialects, Sociocultural Patterns, *Sociolinguistics, *Spanish, Spanish Americans, Spanish Culture, *Spanish Speaking

This paper focuses on language diversity in Chicano speech communities in the United States and its relation to the teaching of Spanish to Chicano bilinguals. Attempts to teach standard Spanish to Spanish-speakers in the United States have been unsuccessful for the most part, because the schools recognize only a single standard of correctness'' that is not always the same as that used in the communities. Attempts to teach Spanish as a mother tongue to Chicano students are reviewed, and the need to establish guidelines for the evaluation of current positions and programs is addressed. The sociopolitical, socioeconomic, and educational experiences of Chicanos are reviewed based on an assessment of the present sociolinguistic situation of Chicanos. This situation consists of a language repertoire with various codes that depart from the Mexican Spanish linguistic tradition, an asymmetrical type of bilingualism, and the use of Spanish viewed as transitional and not valued in the broader society. It is concluded that collaboration between sociolinguists and language instructors is needed since Spanish language instruction for Chicano bilinguals is not equivalent to instruction in a first language. (SW)

ED 168 365 FL 010 255

Wu, Julia Quan, Ella Y.

Dragon Boat Festival (Dyun Ngh Jit).

Los Angeles Unified School District, Calif.

Pub Date-75

Note-18p.; A cassette is available to accompany the text; For related document, see FL 010 164

Available from-Publications Unit, Los Angeles Unified School District, 450 N. Grand, Rm. G230, Los Angeles, California 90012

Language-Cantonese; English

Pub Type- Guides - Classroom - Learner (051) - Creative Works (030)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Bilingual Education, *Cantonese, Chinese, *Chinese Culture, Cultural Awareness, Elementary Education, Ideography, *Instructional Materials, *Language Instruction, *Reading Instruction, *Reading Materials, *Second Language Learning, Uncommonly Taught Languages

Identifiers-*KEYS Project, Knowledge of English Yields Success Project

This bilingual-bicultural reader in Cantonese and English is intended for elementary school children in a bilingual education setting. Pen-and-ink drawings illustrate the story of the traditional dragon boat festival. Each page of the text is written in Chinese characters, Romanized form, and in English. (NCR)

ED 168 384 HE 010 950

Ridge, John William

Organizing for Institutional Research. The AIR Professional File. No. 1, Fall 1978.

Association for Institutional Research.
Pub Date-78
Note-7p.; Not available in hard copy due to marginal legibility of original document
Available from-Association for Institutional Research, 314 Stone Building, Florida State University, Tallahassee, FL 32306
Pub Type- Guides - Non-Classroom (055) - Reports - Descriptive (141) - Collected Works - Serials (022)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-*Administrative Organization, Bureaucracy, College Administration, *Educational Research, *Higher Education, *Institutional Research, Management Information Systems, *Management Systems, Models, Power Structure, *Systems Analysis

Suggested are concepts and ideas for organizing for institutional research so that it might become a legitimate and separate entity within higher education administration. The following three-way categorization of institutional research is advocated: institutional studies; management analyses; and periodic management reporting. The role of the institutional research office as it relates to institutional studies, management analysis, management information, policy development and implementation, office and institutional operations, and function by subject area is defined. Four organizational models for institutional research are presented (the bureaucratic structure, the systems structure, the collegial structure, and the political structure). The internal institutional research office organization is discussed, and an organizational prototype which serves to demonstrate how the considerations which have been discussed can be used to form a real structure is described. (BD)

Forest, Robert F.

The Development of a New Faculty Governance Model for Castleton State College Post Collective Bargaining. College Governance Core Module.

Pub Date-Jan 79
Note-67p.; Practicum presented to Nova University in partial fulfillment of requirements for the degree of doctor of education ; Marginally legible due to light print
Pub Type- Dissertations/Thesis (040) - Reports - Descriptive (141) - Guides - Non-Classroom (055)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-*Collective Bargaining, College Administration, *College Governing Councils, *Faculty Organizations, *Governance, Higher Education, Institutional Research, Organizational Change, Practicums, State Colleges, *Teacher Administrator Relationship, Teacher Participation
Identifiers-*Castleton State College VT

A practicum at Castleton State College, Vermont, was conducted to provide recommendations to modify the faculty governance structure so that administrative leadership would have an efficient organizational governance decision making process and, at the same time, to provide faculty a means of expressing their concerns. The history of governance at the college since formal collective bargaining occurred in 1973 and existing research on governance were examined. The Vermont State Colleges Board of Trustees meeting minutes from 1973 to December 1978 were examined to ascertain the board's position on the role of faculty in governance. Interviews were also conducted on the topic with the two top administrators at the college, the last two faculty assembly presidents, and two union representatives from the college. As a result of the interviews it was generally accepted that some degree of faculty participatory governance was necessary and would probably continue as long as the high level of trust of the present college president remained. There was also agreement among the majority of individuals interviewed that total faculty participation in governance was difficult for various reasons and that some type of representative faculty governance structure (i.e., faculty senate) might be more appropriate. Additionally, a need for a new type of position that would assume major responsibilities in the area of faculty development and curricular program development was identified. Other recommendations are discussed. (SW)

Atwood, Michael E. And Others
Planning as a Process of Synthesis. Technical Report.
Science Applications, Englewood, Colo.
Spons Agency-Office of Naval Research, Washington, D.C. Personnel and Training Branch.
Report No.-SAI-78-144-DEN
Pub Date-Dec 78
Contract-N-00014-78-C-0165
Note-107p.
Pub Type- Reports - Research (143)
EDRS Price - MF01/PC05 Plus Postage.
Descriptors-Behavioral Science Research, Cognitive Objectives, *Cognitive Processes, Memory, Models, *Planning, *Problem Solving, *Psychological Studies, Schematic Studies
Identifiers-*Software Design

The theoretical framework for investigating human planning behavior and the procedures, results, and implications of two experiments involving planning in the domain of software design are presented in this report. A plan is defined as a hierarchical structure that underlies the solution to a problem; planning is the process of constructing this structure. This framework makes various assumptions about the nature of a plan and the construction of the planning structure. Experiment one involved the collection of long, thinking-out-loud protocols from three highly experienced computer scientists. Experiment two involved ten undergraduate college students enrolled in an assembly language'' course who were instructed to solve a design problem similar to the one given to the experts in either a written-solutions condition or a written-and-think-aloud condition. Examination of the experimental behaviors indicate that completed plans can be characterized in a variety of ways. Expert subjects differ from less experienced subjects in the knowledge structures that can be retrieved from long-term memory and incorporated into a plan. (Author/CWM)

ED 168 591 IR 007 152

Wees, Ian
The National Library of Canada: Twenty-five Years After.
National Library of Canada, Ottawa (Ontario).
Pub Date-78
Note-59p.; Small print and photographs may not reproduce clearly
Pub Type- Historical Materials (060) - Reports - Descriptive (141)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-*Administrative Personnel, Library Collections, Library Facilities, Library Planning, Library Programs, Library Services, *National Libraries, *Public Libraries

Although calls for a National Library began as early as 1883, the cornerstone of the future national library was the Canadian Bibliographic Centre, established in 1950, which began work on the national bibliography and national union catalog. When the National Library of Canada was established in 1953 under the direction of W. Kaye Lamb, the National Library Act became effective and Canadian publishers were required by law to deposit two copies of each new book they published at the National Library. From 1956 to 1966, the library moved to a different building, the staff began cataloging the collections and organizing material transferred from the Library of Parliament, and the organizational structure took shape. In 1968, after another move to the National Library and Archives Building, the Office of Library Resources was created and Guy Sylvestre was appointed National Librarian. Since that time, various new divisions have been created to deal with changing needs, including the automation of library service. (CWM)

ED 168 670 JC 790 258

Silver, Jane H.

Fifty Years of Southern Baptist Junior College Education 1927-1977: An Historical Analysis.

Pub Date-79
Note-134p.; Ed. D. Dissertation, Nova University
Pub Type- Dissertations/Thesis (040) - Historical Materials (060)
EDRS Price - MF01/PC06 Plus Postage.
Descriptors-*Church Related Colleges, College Role, Community Colleges, Declining Enrollment, *Educational History, Financial Problems, *Financial Support, *Junior Colleges
Identifiers-*Southern Baptists

The purpose of this study was to trace the development of the Southern Baptist junior colleges from 1927 to 1977. During this period a total of 35 junior colleges were in operation at some time. However in 1977 there were only seven Baptist colleges in six states; of these only one was among the 27 Southern Baptist junior colleges that were operating in 1928. Twelve of these original colleges were closed for financial reasons, one had become a private institution, and over half had become four-year institutions. Most of the colleges still operating in 1977 had been established between 1927 and 1946. Three of these colleges had been first organized as academies, one was a senior college at its inception, and two were chartered as junior colleges. No new junior colleges were established by the denomination after 1946. A secondary purpose of the study was to assess the strengths and weaknesses of the remaining Southern Baptist junior colleges in terms of finances, enrollments, and curriculum development. Recommendations to improve the viability of the colleges include: emphasis on uniqueness, reexamination of the curriculum, revision of recruiting and admissions procedures, reorganization of resource management, and a closer relationship to the denomination. A literature review and bibliography are included. (Author/MB)

Robinson, Bryan E.
An Assessment of Sex-Role Attitudes, Behaviors, and Personality Traits and a Two-Year Follow-Up Study of Male Day Care Teachers.
Pub Date-Apr 79
Note-21p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, California, April 12, 1979); For related document, see ED 140 948
Pub Type- Speeches/Meeting Papers (150) - Reports - Research (143)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Career Change, *Day Care Services, Early Childhood Education, Educational Research, *Engineers, Followup Studies, *Males, Personality, *Preschool Teachers, Teacher Attitudes, *Women Teachers

This paper reports results of a follow-up telephone survey of the job turnover rates of 20 male and 20 female day care teachers and 20 male engineers who had previously participated in a study of sex-role attitudes, behaviors and personality traits. (The teachers were initially matched for age, education and day care center, and the engineers were matched with the teachers for age and education.) The follow-up survey, conducted two years after initial contact had been made, revealed that only 30 percent of the male teachers had remained in the same setting and job status (compared to 50 percent of the women and 70 percent of the engineers). While 79 percent of the male teachers who had changed positions had relocated in human services roles, none of the engineers had left their field, and only 35% of the female teachers had left day care. The potential effects of male transiency on children in day care settings are discussed. The paper also reports the earlier study which compared the groups on sex role related personality traits, attitudes, and reinforcement behavior. (BH)

DeLoache, Judy S.

A Naturalistic Study of Memory for Object Location in Very Young Children.

Spons Agency-National Inst. of Child Health and Human Development (NIH), Bethesda, Md.

Pub Date-Mar 79

Grant-NICHHD-HD-05951; Pub Type- Speeches/Meeting Papers (150) - Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Age Differences, Conservation (Concept), *Infants, *Memory, Psychological Studies, Research, *Research Design, Research Needs, Research Problems, *Time Factors (Learning), Toys

Identifiers-*Naturalistic Studies, *Object Location

Two naturalistic studies of young (18-30 month old) children's memory for object location are reported which indicate that young children's memories are better than non-naturalistic studies suggest and that they have confidence in their memories. In the first study, 17 children were observed attempting to find objects they had watched their mothers hide in their homes with delays of 1, 3, or 5 minutes between hiding and seeking. Despite the unusually long delay for children of this age, subjects went directly to the toy with no errors on 76 percent of the trials. When three toys were hidden at once (with 3- or 5-minute intervals), children found the specific toy requested on 67 percent of the trials. The second study involved 12 children over a period of three days. On the first two days, an adult hid the toys in four of eight trials and the children themselves hid the toys in the other four trials. Performance was significantly better when children hid the toys themselves; when adults hid the toys, results of the first study were replicated. It is hypothesized that the difference between the results is due to differences in the level of processing. On the third day, there were two ``surprise'' trials per subject in which the objects were moved after hiding without the child's knowledge. Differences in children's responses observed between normal and surprise trials indicated that the children were confident of their memories. Age differences in responses to the surprise trials are discussed in an addendum. (BH)

ED 168 459 IR 006 511

McTague, Lois Claire
Copyright Bibliography: 1955-1978.
Pub Date-78
Note-14p.
Pub Type- Reference Materials - Bibliographies (131)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Copyrights, *Federal Legislation, Government Publications, Hearings, *Laws, *Patents, Reports

This compilation of government publications related to the development of the Copyright Law of 1976 includes Copyright Office Studies, legislative reports from both houses of Congress, legislative hearings, and public laws. Preliminary studies, which were begun in 1955 as the first step in the revision of the U.S. Copyright Law, are listed in the first section. Congressional reports and laws are presented in chronological order, subdivided by house of Congress and committee. Reports and laws extending the previous copyright law until the 1976 revision took effect are at the end. (JVP)

ED 168 549 IR 007 083

Silvern, Leonard C.

Systems Engineering of Education XIX: Preparing Occupational Instruction.

Education and Training Consultants Co., Los Angeles, Calif.
Pub Date-77
Note-213p.; Not available in hard copy due to marginal legibility
Pub Type- Guides - Classroom - Teacher (052)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-Career Education, *Educational Development, *Educational Programs, Lesson Plans, *Models, Needs Assessment, Professional Occupations, *Systems Approach, Teaching Methods, *Vocational Education

Although the emphasis is on occupational training in this text intended for the beginning instructor who possesses subject-matter expertise which he wishes to convert or translate into a successful training program, the techniques and approach described can be transferred to a variety of settings. Using a systems approach, techniques are presented for identifying needs and performing a basic analysis; planning the training program; developing the curriculum, from the course outline to the use of resources; testing, including how to validate courses; recruiting, selecting, assigning, and training instructors; and making media decisions. The logistical support of instruction is also discussed. A list of references is included. (JEG)

ED 168 613 JC 790 179

Garstka, Polly

The Role of Tutoring in Community Colleges.

Pub Date-30 Mar 79

Note-38p.; Graduate seminar paper, Pepperdine University

Pub Type- Reports - Descriptive (141)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-Community Colleges, Compensatory Education, Developmental Programs, *Junior Colleges, *Nontraditional Students, *Peer Teaching, Remedial Programs, Success Factors, *Tutorial Programs, *Tutoring, Tutors

Identifiers-California (Los Angeles)

The role of tutoring services in special programs designed to meet the needs of non-traditional community college students was studied through a review of the literature on history of tutoring programs, the development of special programs to meet the remedial, developmental, and compensatory education needs of underprepared students, special programs featuring tutoring components, and the characteristics of peer tutoring. Additionally, tutorial service coordinators at Los Angeles community colleges were interviewed to determine what procedures contribute to a successful tutoring program, and the West Los Angeles College Tutorial Center was analyzed. On the basis of the study, the following conclusions were drawn: (1) tutoring is an essential support service component in the special programs designed for the non-traditional student; (2) peer tutors are effective because they understand the student's difficulties and are willing to help; (3) peer tutors should be carefully recruited, selected, and trained; (4) tutoring centers vary and reflect the personalities of the individual staff and campus; and (5) successful tutorial programs occur when there is an enthusiastic and able staff and when the college administration is committed to the program. A bibliography is included. (MB)

ED 168 819 SE 026 851

Rutherford, F. James

The Role of the National Science Foundation.

Pub Date-Mar 78

Note-12p.; Not available in hard copy due to marginal legibility of original document ; Paper presented at the Annual Meeting of the New York Academy of Sciences (New York, N.Y., March 8, 1978); Best copy available

Pub Type- Speeches/Meeting Papers (150)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-Career Choice, Careers, *Females, Feminism, *Science Careers, Science Education, *Scientific Literacy, Scientists, *Womens Education, *Womens Studies, Working Women

This speech first describes three activities conducted by the National Science Foundation's Women in Science Program. These are: (1) the Science Career Workshops; (2) the Science Career Facilitation Projects; and (3) The Visiting Women Scientists Project. Next, important issues to be considered for the future of these projects are presented. The issues cited are what kinds of science careers should women be considering, why is science considered a masculine field, how will the field change when more women become scientists, what can be done to increase scientific literacy for females, and what is the connection between ethnic minorities and women in science. (BB)

ED 168 366 FL 010 267

Adams-Smith, Diana E.

Applied Psychology in the Junior High School: Teaching ESL Communicative Skills to Twelve-to-Fourteen-Year-Olds.

Pub Date-78

Note-19p.; Paper presented at the annual conference of the International Association of Teachers of English as a Foreign Language (London, England, April, 1978).

Pub Type- Reports - Descriptive (141) - Guides - Classroom - Teacher (052) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Adolescents, *Class Activities, Classroom Games, Communicative Competence (Languages), Educational Psychology, *English (Second Language), Group Dynamics, *Humanistic Education, Individualized Instruction, Instructional Aids, Junior High School Students, *Language Instruction, Psychoeducational Processes, Psycholinguistics, Secondary Education, Second Language Learning, Small Group Instruction, Talent Development, *Teaching Methods, Teenagers

Boys and girls in the early years of adolescence can best learn ESL communicative skills if the instructor has an understanding of the main characteristics of early adolescence and an appreciation of the teaching techniques best adaped to them. Characteristics which should be taken into account when designing an ESL course include the following: (1) extreme swings of mood, emotional unbalance, and quickness to take offense when none is intended; (2) painful shyness and self-consciousness; (3) a need to conform and be accepted by the group; (4) the striving for independence; and (5) the search for identity. Many of these characteristics are especially pronounced in students in ESL classes, who have been uprooted from their own cultures. Among the instructional techniques which can be readily adapted to such students are human dynamics exercises, small group activities, individual projects, a multi-talent approach, a multi-media program of individualized instruction, and the supportive environment of the humanistic classroom. Suitable teaching aids for an ESL classroom include student-made materials (games, slide-tapes, skits), teacher-made materials, magazines, games, and pop music, the international language of adolescence. (Author/AMH)

ED 168 421 HE 011 126

Bieschke, Suzanne M.

Retrenchment Review.

California Univ., San Diego. Planning Office.

Pub Date-Sep 78

Note-77p.

Available from-Planning Office, University of California, San Diego, CA

Pub Type- Information Analysis (070) - Reference Materials - Bibliographies (131) - Guides - Non-Classroom (055)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors-*Budgeting, *College Administration, College Faculty, *Educational Finance, Enrollment Trends, Expenditures, *Financial Problems, *Higher Education, *Retrenchment, School Funds, School Services

This review of retrenchment in higher education covers background information, basic concerns, suggestions for making cuts, and lessons learned from experience. Contents concern financial pressures, enrollments, faculty relations during retrenchment, services and programs during retrenchment, administration during retrenchment, and case histories of retrenchment action at specific colleges and universities. Specific topics include: enrollment trends and projections, attrition and retention, faculty development, faculty turnover and tenure ratios, alternatives to tenure, collective bargaining, student/faculty ratios, faculty reduction, student services administration, zero-based budgeting, the decision-making process during retrenchment, public funds, tuition, external funds, and operations. Some important steps that higher education institutions should take to prepare for retrenchment are suggested. Extensive notes and a bibliography are included. (SW)

Frank, Steven

After DeFunis'': Affirmative Action and the Jewish Community. Analysis, No. 46.

Synagogue Council of America, Washington, D.C. Inst. for Jewish Policy Planning and Research.
Pub Date-30 Sep 74
Note-9p.; Best copy available
Pub Type- Opinion Papers (120) - Legal/Legislative/Regulatory Materials (090)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Admission Criteria, *Affirmative Action, Civil Rights, *College Admission, Employment Practices, *Equal Education, Equal Opportunities (Jobs), Government Role, Higher Education, *Jews, Quotas, *Reverse Discrimination
Identifiers-*DeFunis Case, Selective Admission

The problems raised by the development of affirmative action and by the Jewish community's response to the complex social and legal issue are analyzed. The analysis focuses upon: initiation of affirmative action by presidential decree and its interpretation and implementation by the Department of Health, Education, and Welfare in the areas of college admission and hiring; the response of various segments of the Jewish community toward affirmative action's questionable turn toward preferential treatment and quotas, including the form of the response, its effectiveness, and what it reveals about being Jewish in America today; and the future of affirmative action and the role group interests should play in society. The analysis also attempts to draw attention to current circumstances that seem to provide an unusual opportunity for constructive action in the near future. Although the major Jewish organizations were firm backers of affirmative action in its neutral non-discrimination phase, they filed complaints when affirmative action provided preferential treatment and quotas. The failure of the bureaucracy to respond in a serious manner to the problem of reverse discrimination led to the DeFunis'' case in the Supreme Court. The Jewish organizations go beyond merely rejecting the legal institution of group rights; they are also critical of the ethnocentricity implicit in the very suggestion of group rights. The larger problem of balancing group interests and individual rights is considered. (SW)

ED 168 483 IR 006 972

Ahrens, Joan Roberts, Joan

Arkansas Reference Sources. Bibliographic Series No. 26.

Arkansas Univ., Fayetteville. Mullins Library.

Pub Date-77
Note-16p.
Pub Type- Reference Materials - Bibliographies (131) - Collected Works - Serials (022)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Bibliographies, Census Figures, Economics, *Library Materials, *Reference Materials, Social History, *State Government, *State History, University Libraries
Identifiers-*Arkansas

Varied sources for information on Arkansas held by the Arkansas University library are listed. Bibliographies and indexes of Arkansas publications are included, as well as materials dealing with the state's folklore and literature, arts and humanities, government and law, business and economics, social conditions, labor, history and biography, education, and agriculture and environment. Census materials, including the U.S. government's economic, housing and population, and transportation census materials, are listed, along with state maps and atlases. Full bibliographic citations include call numbers and some listings are annotated. (MBR)

ED 168 508 IR 007 002

Finney, Bernard V.
Institution Library Services in New York State.
New York State Library, Albany.
Pub Date-22 Aug 78
Note-39p.; Not available in hard copy due to print quality of the original document
Pub Type- Reports - Descriptive (141)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-Federal Aid, Government Role, Grants, Institutionalized Persons, *Institution Libraries, Librarians, Library Expenditures, Library Facilities, Library Materials, *Library Programs, *Library Services, *State Libraries
Identifiers-Federal Library Services and Construction Act, *New York

This paper examines state and local institutions in New York State and discusses library services, resources and programs available to the institutionalized, with recommendations for improvement. State and federal monies provide library services for seven departments in New York State government which operate 250 institutions. Emphasis on deinstitutionalization and the pursuit of more cost-conscious use of community-based facilities and supportive services places greater responsibility for library service on public library systems. The New York State Library serves as a backup resource for public library systems and institution libraries, including the provision of a variety of consultant and planning services and the administration of state and federal aid. Specific problems in institution library service include lack of materials and space, inadequate facilities, understaffing, lack of administrative understanding of library service potential, lack of sound statistics for planning and evaluation, and lack of agreement on a sound direction for development. Recommendations for improvement should be made based on this needs assessment. An excerpt from Library Service Now'' is appended, as well as lists of institution service programs carried out by public library systems and Federal Library Services and Construction Act grants for institution services. (CWM)

ED 168 529 IR 007 034

Means, Robert P.

A Study of the Continuing Education Interests of Illinois Community College Library and Learning Resource Center Personnel. Summary Report.

Illinois Univ., Urbana. Office of Continuing Education and Public Services.

Spons Agency-Illinois Library Association, Chicago.

Pub Date-Jul 76

Note-89p.; Appendix A: Questionnaire may not reproduce clearly since the original is printed on colored stock

Pub Type- Reports - Research (143)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors-*Junior College Libraries, Literature Reviews, Methods, *Needs Assessment, *Professional Continuing Education, *Professional Personnel, *Program Development, Questionnaires, Tables (Data)

Identifiers-*Illinois

The survey of the professional continuing education needs and interests of Illinois public and private community college library/learning resource center personnel which is summarized was conducted by the Illinois Library Association in conjunction with the development of better continuing education programs for its membership. Major findings indicate interest in continuing education is fostered by operational changes in libraries, a need for improved communication for input on library planning, development of activities for adult learners, and development of technical skills relating to use of new equipment and techniques. Data collected, which should assist in program development of continuing education activities, include extent of previous continuing education involvement, educational formats most effective for professional development, types of programs preferred, incentives for participation, and obstacles to participation. This summary report also includes a review of the literature on continuing professional education, study methodology and a sample questionnaire, data analysis procedures, a presentation of specific findings, and analyses of responses by personnel type and age group. Appendices include lists of participating community colleges and administrative and technical tasks of personnel. A bibliography is included. (Author/MBR)

ED 168 632 JC 790 213

Preusser, Joseph W.

General Education: Refrain or Retain.

Pub Date-78

Note-12p.

Pub Type- Opinion Papers (120) - Information Analysis (070)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*College Role, Community Colleges, *Definitions, *Educational Objectives, Educational Philosophy, *General Education, *Junior Colleges, Student Needs, Teacher Responsibility, Transfer Policy

In view of the many definitions and goals of general education found in the literature, it can be concluded that there is a lack of agreement on what is and what should be included in general education. A number of dominant forces in American colleges and universities have been responsible, in very large part, for the difficulties of community college general education. These include the reluctance of four-year institutions to accept general education transfer credits, the fact that research has assumed greater importance than teaching, and that professional and vocational programs have been structured to permit little, if any, opportunity for student participation in general education. Internally, community colleges have been too concerned with establishing an identity and in so doing have structured departments based on disciplines patterned on existing systems in four-year institutions, rather than putting their full innovative energy and interest into meeting the demands of general education students. To be a comprehensive education unit, the community college must not only retain the function of general education, but must also regain the confidence of the public in its ability to do so. The process of providing general education is complex an institution must have stated goals and be devoted to the task, instructors must be found who are willing and able to teach, and students must find that it is relevant and worthwhile to learn. (MB)

ED 168 651 JC 790 234

Nuclear Taskforce Summation.

Spons Agency-Department of Energy, Washington, D.C.
Pub Date-Jan 79
Note-50p.; Prepared for the National Education, Business and Labor Conference on Energy-Related Vocational and Technician Training, Employment and Public Energy Awareness ; Parts of appendix are marginally legible
Pub Type- Reports - Research (143)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*Curriculum Planning, Electrical Occupations, Employment Opportunities, Job Training, *Manpower Needs, National Surveys, *Occupational Information, Occupational Surveys, *Postsecondary Education, Radiation, Technical Education, Technical Occupations
Identifiers-*Nuclear Energy, *Nuclear Technicians

At the end of 1978, there were approximately 230 nuclear-fueled electric generating plants around the world; 72 of these were in the United States. Each plant requires an operations-and-maintenance workforce of 92 people, and attrition occurs at a rate of 8% per year. Requirements for a nuclear taskforce and job training, in view of current development rates, are running high. Seven major technical occupations appear to be specific to nuclear-fueled electrical generating plants: power plant (reactor) operator, radiation protection technician, quality-assurance/quality-control technician, nuclear instrumentation and control technician, chemical technician, mechanics, and electricians. Training programs for these occupations exist through 21 postsecondary schools and through employer programs. Before committing themselves to a nuclear program, school administrators and curriculum planners should consider the following factors: (1) employer needs within the school service area; (2) relevance to industry pre-employment levels; (3) convenient location to reactors for specialized training; (4) absorption of program costs; and (5) public education to counteract adverse publicity. A list of instructional materials is included and appendices contain a list of schools with nuclear programs, job descriptions, a sample local needs survey, and examples of industrial and governmental training programs. (MB)

ED 168 710 PS 010 478

Ellison, Edythe
Classroom Behavior and Psychosocial Adjustment of Single- and Two-Parent Children.
Pub Date-Mar 79
Note-14p.; Paper presented at the Biennial Meeting of the Society for Research in Child Development (San Francisco, California, March 15-18, 1979)
Pub Type- Speeches/Meeting Papers (150) - Reports - Research (143)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Adjustment (to Environment), Age Differences, *Attachment Behavior, *Children, Coping, *Emotional Adjustment, Family Status, Learning Difficulties, *One Parent Family, Peer Relationship, Sex Differences, Social Adjustment, *Social Behavior, Verbal Communication
Identifiers-Gaze Direction Behavior, Proxemic Behavior, Tactile Behavior, *Two Parent Families

This study compared the psychosocial adjustment and social behavior of children from divorced or separated single-parent families with that of children from two-parent families. The theory of attachment was adopted as the conceptual framework for the study because of similarities between the behavioral response of children to parental separation (as reported in the clinical literature) and that of young children to separation from an attachment figure. Observations were made of the gaze direction, proxemic, tactile and verbal behavior of 38 children (19 single-parent and 19 two-parent) between 8 and 12 years old in classroom settings. Psychosocial adjustment was rated by classroom teachers. Teachers rated single-parent children as being more "academically disabled" than two-parent children and results of univariate analysis of gaze direction behavior suggest that two-parent children may adapt more successfully to the shifting demands of the classroom than single-parent children. Multivariate analysis of the behavioral data found significant main effects for age and sex but not for family status. A significant interaction effect on children's verbal behavior with male peers was found for family status and age during periods of social interaction. During non-academic time periods older single-parent children of both sexes contacted and spent more time in dyadic conversation with male peers than older two-parent children. Differences were also noted in the patterns of correlations between teacher ratings of academic disability and observations of the children's behavior. These findings are discussed in relation to attachment theory, peer relations and the academic performance of single-parent children. (Author/RH)

Farr, M. Gaston And Others

A Profile of Anson County, North Carolina.

Spons Agency-Cooperative State Research Service (DOA), Washington, D.C.; North Carolina State Univ., Raleigh. Agricultural Experiment Station.
Pub Date-Jan 79
Note-26p.; Publication contributes to USDA Cooperative State Research Service Southern Regional Projects S-120, "Social Organization for Development of Low Income Rural Counties"; Paper presented at the Annual Meeting of the Southern Association of Agricultural Scientists (76th, New Orleans, Louisiana, February 4-7, 1979)
Pub Type- Reports - Descriptive (141) - Historical Materials (060) - Speeches/Meeting Papers (150)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Agricultural Production, *Area Studies, *Community Leaders, *Community Problems, Community Relations, Community Services, Demography, *Economic Development, Educational Needs, *Employment Patterns, Geography, Industrialization, Local History, Migration Patterns, Power Structure, Quality of Life, Rural Areas, *Rural Development, Rural Economics
Identifiers-*North Carolina (Anson County), Textile Industry, Topography

Since 1950 Anson County, North Carolina, has had major contributions to economic development, a source of great concern to residents of the almost entirely rural area. The increased capacity of the Blewitt Falls Dam power output and the county-wide water filtration system (one of only a few in the United States today) are attractive to industry. There has been a huge local effort to bring about economic development through formation of the Anson County Chamber of Commerce and Industrial Commissions and through the work of the Anson County Economic Development Task Force, which has six strategies: expansion of industry; development of community services and quality of life; commercial development; expansion of agricultural enterprises; development of human resources; and possible development of a solar energy research site. The shift in the economic base from farm to industry is evident in occupation and income source statistics as well as the county's leadership structure, which has an increasingly active business and industrial sector. Interviewed in 1977, 19 local leaders like Anson County because of: residents' attitudes towards others; climate and geography; quality of life; and economic aspects. Problem areas they note are economic expansion, improved availability of community services, improvement of education, and improved community relations. (SB)

ED 168 764 RC 011 242

Report of the Subcommittee on Indian Education to the Federal Interagency Committee on Education.

Federal Interagency Committee on Education, Washington, D.C. Subcommittee on Indian Education.

Pub Date-Jun 78

Note-10p.

Pub Type- Reports - Evaluative (142) - Legal/Legislative/Regulatory Materials (090)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Agency Role, American Indians, Construction Programs, Early Childhood Education, Educational Finance, Educational Research, Equal Education, Federal Aid, *Federal Programs, Government School Relationship, *Policy Formation, *Problems, Program Evaluation, Schools, *Training, Tribes

Identifiers-*American Indian Education, *Federal Indian Relationship, State Indian Relationship

Five areas concern the Subcommittee on Indian Education for 1979. First, there is lack of coordination at the funding level and the operations level among the many federal agencies and programs involved in providing early childhood education services to Indians. The feasibility of establishing a National Center for Early Childhood Indian Education programs should be explored. Second, there is a backlog of about $900 million (a possibly inaccurate figure) in Indian school construction projects, but the 1979 Administration budget allocation is only $29.5 million. An analysis, with report and recommendations, of fiscal needs for such construction should be completed by December, 1978. Appropriate agencies should support resulting necessary budgets. Third, there is little coordination among federal programs sponsoring Indian education and training or attempting to provide jobs; a review of such programs is necessary. Fourth, to meet the education and training needs of the Indian community, there is a need for expanded research and development efforts with the dissemination of significant findings. The National Institute of Education should analyze all existing federal efforts, noting gaps in research and reviewing the organizational arrangements within concerned agencies. Fifth, efforts should begin immediately to clarify the responsibility of the state to Indian people, as well as certain federal and state jurisdictional ambiguities in funding and control. (SB)

ED 168 781 RC 011 261

Rural Education Study Committee: Iowa Association of School Boards, 1976-78. Report.

Spons Agency-Iowa Association of School Boards, Des Moines.
Pub Date-16 Nov 78
Note-37p.
Pub Type- Reports - Evaluative (142)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Board of Education Role, *Declining Enrollment, Educational Alternatives, *Educational Finance, *Educational Planning, Educational Quality, Elementary Secondary Education, Enrollment, Rural Areas, *Rural School Systems, *School Districts, School Redistricting, School Size, *Small Schools
Identifiers-*Iowa

Alternatives in coping with the problems related to declining enrollment in rural school districts were explored in a study undertaken in 1976 by a special committee appointed by the Iowa Association of School Boards. Over a two year period the 18 member committee examined enrollment, finance, curriculum, facilities, faculty, mergers, and other appropriate matters. In four two-day meetings the group heard from a wide variety of witnesses, including state legislators, school administrators, university experts, school board members, and state officials. A number of strengths as well as hazards were identified. Small districts (below 800 enrollment) offered certain advantages, including more opportunity to participate in a variety of activities, more chance to develop leadership skills, stronger community involvement, a higher level of teacher satisfaction, test scores equal or better to students in larger districts, and more stability in graduates in terms of further education and employment. Merging of small districts may provide a ``grace period'' from the problems of declining enrollment but will not eliminate them. Problems will intensify for small districts and long range planning should be undertaken for every small district. The present headcount system of funding should be modified to compensate fixed costs which persist even as enrollment declines. This document summarizes the proceedings at each of the meetings, lists resource material and contents, and gives the conclusions and recommendations formulated by the committee. (DS)

Rau, Violet E. Olney, Nathan, Jr.
Pushapmi Stories (Grandfather's Stories).
Bureau of Indian Affairs (Dept. of Interior), Toppenish, Wash. Yakima Agency.; Kamiakin Research Inst., Toppenish, Wash.
Pub Date-75
Note-78p.
Available from-Kamiakin Research Institute, P.O. Box 509, Toppenish, Washington 98948 ($3.00)
Pub Type- Guides - Classroom - Learner (051) - Creative Works (030) - Books (010)
Document Not Available from EDRS.
Descriptors-American Indians, Children, *Childrens Literature, *Classroom Materials, Cultural Awareness, Kindergarten, *Legends, Mythology, *Primary Education, Reading Readiness, Reservations (Indian), Sequential Approach, *Storytelling, Visual Learning
Identifiers-American Indian Education, American Indian Literature, *Oral Tradition, *Yakima (Tribe)

Long ago the traditional way for Yakima Indian children to learn was by listening for long hours to the grandparents or other story tellers. In keeping with this auditory tradition, this book teaches pre-reading skills through use of sequenced pictures and stories that children will retell after learning. It helps the teacher assist Indian children to cope with the change from auditory ways of learning to today's emphasis on visual learning. Although the book's ten tales are new, they use the traditional Yakima approach of using stories with animal characters to pass on information. One story tells of two large beavers fighting so mightily they dig the Yakima river bed. Another story tells of how Jackrabbit trapped the sun and wound up with the scorched brown patch on his back that he carries today. The illustrations of the book may be dittoed for each child to have his own copy or used on a flannel board. They provide opportunities for children to talk, recall, and sequence events. Geographical locations on the Yakima Reservation as well as a few Yakima language words are used in each story for cultural reinforcement. Other early childhood programs using the book might substitute names and terms relevant to their own localities. (Author/DS)

ED 168 845 SE 026 923

Mathematical Problem Solving Project - Using Guesses.

Indiana Univ., Bloomington. Mathematics Education Development Center.
Spons Agency-National Science Foundation, Washington, D.C.
Pub Date-May 77
Grant-NSF-PES-74-15045
Note-131p.; For related documents, see SE 026 911-934
Pub Type- Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC06 Plus Postage.
Descriptors-*Calculation, Diagrams, Elementary Education, *Elementary School Mathematics, *Mathematics Education, Measurement, *Problem Sets, *Problem Solving
Identifiers-*Estimation, *Mathematical Problem Solving Project

This problem deck is designed for use after having covered the material in an accompanying skills booklet. It provides for further use of the skills with problems involving four skills at five levels of difficulty. The four skills involve using guesses as a strategy in solving computation problems, two-step problems, situations that require diagrams, and measurement problems using estimation. Over 125 problems are presented. (MP)

ED 168 325 FL 010 159

Card Game for Andere Lander, Andere Sitten.''
American Council on the Teaching of Foreign Languages, New York, N.Y.
Pub Date- 76
Note-11p.; For related document, see FL 010 158
Available from-American Council on the Teaching of Foreign Languages, Materials Center, 2 Park Avenue, New York, N.Y. 10016 ($1.50)
Language-English; German
Pub Type- Guides - Classroom - Learner (051)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Class Activities, *Cultural Awareness, *Cultural Education, Cultural Traits, *Eating Habits, *Educational Games, *German, High School Students, *Instructional Materials, *Language Instruction, Secondary Education, *Second Language Learning

A card game designed to accompany Andere Lander, Andere Sitten,'' a self-instructional unit for second-year high school students of German, is presented. The object of the game is to go through, in the proper order, a day of eating meals while traveling in Germany. There are cards for each event. The rules of the game are presented, and the cards, which must be cut out, are included. (SW)

Haughey, Charles F.
A Collaborative Federal/State Evaluation: The State Capacity Building Grants Program on Dissemination, The Federal Program Perspective.
National Inst. of Education (DHEW), Washington, D.C.
Pub Date-30 Mar 78
Note-17p.; Paper presented at the Annual Meeting of the American Educational Research Association (Toronto, Canada, March 30, 1978); Appendix may be marginally legible
Pub Type- Reports - Descriptive (141) - Reports - Evaluative (142) - Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Activities, Background, Educational Research, *Federal State Relationship, Grants, *Information Dissemination, *Interagency Coordination, National Programs, Objectives, Program Planning, State Departments of Education
Identifiers-*Educational Information, *State Dissemination Grants Program

The evolution, operation, and evaluation of the State Dissemination Grants Program are described. This collaborative effort between the National Institute of Education (NIE) and the State Education Agencies (SEA's) is the third stage in a program development process begun by NIE in 1970 as one of five elements in a dissemination capacity building strategy aimed at building nationwide dissemination capacity. The program presently serves SEA's and will, potentially, address dissemination problems of large urban school districts. Two types of grants capacity building grants and special purpose grants serving short term dissemination needs are funded yearly. In each funded project, a balanced development of resources, linkage, and leadership are encouraged. Evaluation of the programs by NIE is difficult because of their non-prescriptive approach and the collaborative nature. Collaborative evaluation is seen as the solution, although it places a burden on the grantee; only experimentation with this type of evaluation will demonstrate the success or failure of such an approach. An outline of NIE's expectations for the program and a summary of the program's activities during 1977 illustrate the program's effectiveness. (Author/MBR)

ED 168 550 IR 007 084

Hebbeler, Kathleen Cosgrove, Michael

A Survey of Viewership of Television Series Sponsored by ESAA Legislation. Final Report.

Applied Management Sciences, Inc., Silver Spring, Md.

Spons Agency-Office of Education (DHEW), Washington, D.C. Office of Planning, Budgeting, and Evaluation.

Pub Date-30 Jun 78

Contract-300-77-0019

Note-438p.; For related document, see IR 007 085 ; Parts are marginally legible due to print quality

Pub Type- Reports - Research (143)

EDRS Price - MF01/PC18 Plus Postage.

Descriptors-*Childrens Television, *Cultural Isolation, Elementary Secondary Education, Federal Legislation, Federal Programs, *Minority Group Children, Parents, Preschool Children, Principals, Program Evaluation, *Television Surveys, *Television Viewing

Identifiers-*Emergency School Aid Act

Results are presented of a national survey of in-school students, teachers, and principals to determine the viewership and availability of 11 television series which have been produced and distributed through funding provided by the Emergency School Aid Act (ESAA) to reduce cultural isolation among minority group members. In-home surveys were also conducted with many of the same students, their parents, and preschool siblings. Findings suggest that only a small number of children are aware of the ESAA-TV series. Although viewership is one measure of the success of the programs, comparisons across series must be interpreted cautiously because of the differences among the ESAA-TV series. Similarly, viewership should be seen as one aspect of the funding-production-distribution system and not as the sole measure of the worth of any individual series or the entire set of ESAA-TV projects. Appendices include technical methodology, survey instruments, construction of site-specific questionnaires, television program classification listing, cable coverage, ESAA-TV carriage information, and additional tables of survey data. TV series included in the survey were La Bonne Aventure, Que Pasa, USA? La Esquina, Mundo Real, Gettin' Over, South by Northwest, Vegetable Soup, Carrascolendas, Villa Alegre, Infinity Factory, and Rebop. (CMV)

ED 168 592 IR 007 153

National Library Planning. Minutes of the Ninety-Third Meeting of the Association of Research Libraries, October 25-26, 1978, Washington, D.C.

Association of Research Libraries, Washington, D.C.

Pub Date-Oct 78

Note-92p.; For related document, see IR 006 370

Available from-Association of Research Libraries, 1527 New Hampshire Avenue, NW, Washington, D.C. 20036 ($5.00 for members, $7.50 for non-members)

Pub Type - Reports - Descriptive (141)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors-Academic Libraries, Cataloging, Committees, Library Associations, *Library Planning, *National Libraries, *National Programs, Periodicals, *Research Libraries

This account of the 93rd meeting of the Association of Research Libraries (ARL) presents both the Washington and ARL perspectives on national library planning with emphasis on periodicals, bibliographic control, and libraries and information services. These viewpoints are presented by six speakers on two panels with a discussion following each panel presentation. The panel on Washington perspectives calls for a National Periodical Center with a centralized authority and a national bibliographic system to work intensively in the areas of bibliography, national collections, management, professional education, and research and analysis. Planning and funding for the White House Conference on Libraries and Information Services are also discussed. The panel of ARL reactors calls for a more active response from ARL libraries on national library planning decisions and for the establishment of some sort of leadership mechanism. This panel also endorses the need to set forth purposes, objectives, and needs. Recommendations of the ARL Task Force on Bibliographic Control are presented in response to a presentation by a member of the Washington panel on national bibliographic control. A report of the business meeting of ARL is included, and task force reports are appended. (CWM)

ED 168 302 FL 010 104

White, Ronald V.

Communication in Writing: The Problem of Cueing.

Pub Date- 78
Note-25p.; Not available in hard copy due to marginal reproducibility
Pub Type- Guides - Classroom - Teacher (052) - Guides - Classroom - Learner (051)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-Charts, Classroom Materials, Communication Skills, *Composition Skills (Literary), *Cues, Diagrams, Grammar, Illustrations, Instructional Materials, *Language Instruction, Language Skills, Maps, Pictorial Stimuli, Second Language Learning, Sentence Structure, Syntax, *Teaching Methods, Verbs, *Visual Aids, Visual Learning, Visual Stimuli, *Writing Exercises, Writing Skills, Written Language

Writing exercises used as a means of reinforcing language presented and practiced in the spoken medium should include clear cues for the student that can stimulate and guide the writing of connected sentences. Three principles are suggested as being fundamental to the planning and use of effective exercises: (1) focus throughout should be on the particular form which the student has to learn; (2) the form should be presented in the context in which it usually occurs; and (3) a variety of techniques that include different media as well as a range of ways of cueing should be used in order to present and practice the items concerned. Visual items, such as individual pictures, picture sequences, maps, flow or tree diagrams, tables, and histogram or line or pie graphs, are included in the text, and the way each cues the learner to a different form and method of verbal presentation is shown. The aim of these exercises, in which the linking of the verbal and visual is vital, is to limit the visual display in such a way that key language forms and functions may be incorporated in the model text. The learner should be able to transfer smoothly from one medium to another. Actual or potential difficulties for each example are discussed. (Author/MHP)

ED 168 346 FL 010 198

Wolfson, Nessa Manes, Joan

Don't Dear Me. Working Papers in Sociolinguistics, No. 53.

Southwest Educational Development Lab., Austin, Tex.
Spons Agency-National Inst. of Education (DHEW), Washington, D.C.
Pub Date-Jan 79
Note-31p.
Available from-Southwest Educational Development Laboratory, 211 East Seventh Street, Austin, Texas 78701
Pub Type- Reports - Research (143)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-American English, Females, Interaction Process Analysis, *Language Research, Language Role, Language Styles, *Language Usage, *Language Variation, Psycholinguistics, Regional Dialects, Sex Role, *Social Attitudes, *Sociolinguistics, *Speech Communication, Speech Habits, Standard Spoken Usage, Verbal Communication
Identifiers-*Sexist Language

The factors that are involved in the choice of address to women as compared to men by speakers of American English were investigated in public interactions regarding provision of a service. In addition to proper names, there are two major types of address forms in general usage: the traditional respect forms, such as ma'am'' and sir,'' and the so-called terms of endearment. A third possibility is that people may avoid using any address form at all. It was found that two of the three major address types occurring in service encounters can be and are used in absolutely parallel fashion to men and women. The use of the third address type, terms of endearment, in a non-reciprocal pattern paralleling its use by adults to children, carries the implication that the addressee is in some way subordinate to the speaker. Cases were found in which women were addressed by these intimate forms while men were not, but the opposite was not found. (SW)

ED 168 385 HE 010 951

Ontario University Benefits Survey. Part I. (All Benefits Excluding Pensions). December 1, 1978. Report No. 78-18.

McMaster Univ., Hamilton (Ontario).; University of Western Ontario, London.

Spons Agency-Council of Ontario Universities, Toronto.

Pub Date-1 Dec 78

Note-66p.; Not available in hard copy due to marginal legibility of original document

Available from-Council of Ontario Universities, 130 St. George St., Suite 8039, Toronto, Ontario M5S 2T4, Canada

Pub Type- Reports - Research (143) - Numerical/Quantitative Data (110) ()

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-*Administrative Policy, Employer Employee Relationship, Foreign Countries, *Fringe Benefits, *Health Insurance, Higher Education, *Insurance Programs, *Leave of Absence, Sabbatical Leaves, *School Surveys, Teacher Retirement, Tuition, Universities, Vacation Programs

Identifiers-*University of Ontario (Canada)

Presented are the results of a survey of university benefit programs. Information and data relating to the following areas are presented: administration and insurance plans, communication of benefits, proposed changes in benefits, provision of life and dismemberment insurance, maternity leave policy, Ontario health insurance, supplementary health insurance, long-term disability, sick leave entitlement, life insurance, survivor benefit, dental plan, post-retirement benefits, vacation benefits, sabbatical leave policies, housing loan (mortgage) policies, free tuition policies, parking policies, and access to athletic facilities. (BD)

ED 168 484 IR 006 973

Ahrens, Joan

A Selected List of Business and Economic Sources. Bibliographic Series No. 27.

Arkansas Univ., Fayetteville. Mullins Library.
Pub Date-77
Note-7p.
Pub Type- Reference Materials - Bibliographies (131) - Collected Works - Serials (022)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Business, *Economics, Government Publications, *Library Materials, Newspapers, Reference Materials, *University Libraries

Selected information sources in business and economics held by the Arkansas University library are listed. Items are organized by material type, including indexes, directories, atlases, bibliographies, dictionaries, encyclopedias, guides, handbooks, and newspapers. Separate listings of Moody's and Standard and Poor's looseleaf publications are provided, and U.S. government document citations are divided into indexes, U.S. Census, and Bureau of Labor Statistics materials. All items include call number, and library holdings are indicated for some serials. (MBR)

QCTV: An Innovator in the West.

QCTV Ltd., Edmonton (Alberta).

Pub Date-78
Note-212p.; Not available in hard copy due to marginal legibility
Pub Type- Collected Works - General (020) - Reports - Descriptive (141)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-*Cable Television, Deaf, *Electronic Data Processing, Film Production, Hard of Hearing, *Media Technology, *Programing (Broadcast), Television Research, *Television Surveys, Video Equipment
Identifiers-*Canada, QCTV Limited

This compendium of papers, prepared by staff of a Canadian public cable company, examines cablevision marketing in Canada, multiple replay community programming, the first QCTV film production, QCTV special programming, television coverage of the House of Commons, establishment of a data processing system, use of that system for customer service, and increasing performance capabilities of the expanding system. Results of a survey of 20 cable television companies in urban centers across Canada indicate the effectiveness of marketing practices in the cable television industry. Another survey of QCTV subscribers examines whether multiple replays of community programs result in drawing larger audiences, thereby cost-justifying programming expenditures. The production of and public reaction to QCTV's first film, a documentary, and to a special programming series for the deaf and hard-of-hearing are also presented, as well as the results of a subscriber poll which indicated favorable reactions to television transmission of House of Commons proceedings. The transition from a batch-processing method of subscriber account processing to an online system and the benefits of subscriber-oriented programs in an online computer system are examined. The final paper describes the introduction of hub-headends and conversion to FM transmission, which have resulted in lower maintenance costs, and increased system reliability. (CWM)

Fall 1975 Entering Students Enrolled in Fall 1978 (Seventh Semester). Student Flow Project, Report No. 49.

Hawaii Univ., Honolulu. Community Coll. System.
Spons Agency-Office of Education (DHEW), Washington, D.C.
Pub Date-Mar 79
Note-30p.
Pub Type- Reports - Research (143) - Numerical/Quantitative Data (110)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Age, Associate Degrees, *College Credits, College Graduates, *College Majors, Community Colleges, Females, Junior Colleges, *Junior College Students, Liberal Arts, Males, *Persistence, School Holding Power, *Student Characteristics, Student Mobility, Vocational Education
Identifiers-*Hawaii

This report continues an analysis of the student flow patterns of the fall 1975 entering students at the Hawaii community colleges. Focus is placed on the extreme persisters (students who were enrolled for all six semesters without a break in attendance at their campus of entry) who continued their studies for the seventh semester. Findings are discussed for the community college total and for selected campuses which enrolled at least 150 students. Of the 8,979 entering students in fall 1975, 787 (8.8%) enrolled for seven continuous semesters. At the end of that semester, 132 students had completed their degrees, raising the total number of community college graduates from the 1975 entering group to 1,478 or 16%. Study results indicate that high proportions of business, public services, and technology students, new (as opposed to transfer) students, and students with grade point averages of 3.0-4.0 were in the extreme persister group. There were statistically significant differences, by sex, for educational objective, grade point average, age, and hours carried and earned within the group. Data tables outline correlations by sex, campus, program, educational objective, and graduation. (MB)

ED 168 671 JC 790 259

Martorana, S. V. And Others

A Course into the '80s: Developing a Plan and a Planning Process at Cumberland County College. A Report to Cumberland County College Planning Committee, Administration, and Board of Trustees.

Associated Consultants in Education, Tallahassee, Fla.
Spons Agency-Cumberland County Coll., Vineland, N.J.
Pub Date-30 Jan 78
Note-193p.
Pub Type- Reports - Descriptive (141)
EDRS Price - MF01/PC08 Plus Postage.

Descriptors-Community Colleges, Educational Needs, *Educational Objectives, *Educational Planning, *Educational Policy, *Junior Colleges, *Master Plans, *Needs Assessment, Policy Formation, Program Planning

Cumberland County College with a team of consultants developed a long-range plan along with a continuing planning process to assure the college's continued effectiveness. Aspects of the planning process include: review of available reports relevant to the college's long-range planning; identification of preliminary goals and objectives; assessment of county needs for postsecondary educational services; review of available educational programs in the county; assessment of community influence on planning; and projection of fiscal and other resource needs. Elements of the long-range plan include: (1) reaffirmation to fulfill the full range of community college services; (2) growth in enrollment of 10-12% a year, especially among older, part-time, minority, and women students; (3) formulation of procedures for assessment of institutional programs; (4) accomplishment of an in-depth community needs study simultaneously with the 1980 census; (5) acquisition of off-campus instructional centers; (6) expansion of non-traditional instructional techniques; (7) completion of the current capital development plan; (8) development of a cultural center; (9) increases in annual operating budgets somewhat larger than increases in enrollment; (10) stronger efforts to acquire funds for personnel, facilities, and services; and (11) movement to become a center for information exchange. Data tables are included throughout the report. (MB)

ED 168 691 PS 010 454

Rubin, Kenneth H. Seibel, Cindy G.

The Effects of Ecological Setting on the Cognitive and Social Play Behaviors of Preschoolers.

Pub Date-Apr 79

Note-13p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, California, April 8-12, 1979)

Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Art Activities, *Cognitive Processes, *Ecological Factors, *Play, *Preschool Children, Sex Differences, *Social Behavior, Social Development

Identifiers-*Canada, *Ontario

This study investigates the interaction of three cognitive (functional, constructive, dramatic) and three social (solitary, parallel, group) dimensions of free play activities and their stability over time among boys and girls in a preschool setting. Subjects were 18 children attending a university preschool in Southwestern Ontario. Data for each child were collected in 1-minute daily observations for two 3-week periods, three months apart. Analysis of variance indicated that four activities changed in duration over time but preferred activities remained nearly identical. Cognitive dimensions of play with vehicles and blocks differed over time. Males played more with vehicles and sand and water, and spent less time in painting and art construction than females. Findings for sex and types of play in a particular activity were stable over time. The degree of ``freedom'' in free play appears to be influenced by available materials. For instance, group and dramatic play may be inhibited by the availability of art activities, which appears to encourage non-social and constructive behaviors. Findings are seen to validate results of earlier studies on children's free play activities. Implications for educational programs and recommendations for further research are indicated. (Author/RH)

ED 168 729 PS 010 523

Curry, Nancy E. Tittnich, Ethel M.

Ready or Not, Here We Come: The Dilemma of School Readiness. (Revised Edition).

Pittsburgh Univ., Pa. Arsenal Family and Children's Center.

Pub Date-75

Note-52p.; Paper presented at the Arsenal Family and Children's Center Symposium Celebrating National Week of the Young Child (Pittsburgh, Pennsylvania, May 18, 1972)

Pub Type- Guides - General (050) - Reports - Research (143) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors-*Adjustment (to Environment), Attachment Behavior, Coping, *Educational Coordination, Educational Diagnosis, Elementary School Students, Kindergarten Children, Parent Role, Preschool Children, Projective Tests, *Psychoeducational Processes, *Readiness, Research, *Student Adjustment, Teacher Role

Identifiers-*School Entrance, Separation Behavior

The purpose of this paper is to dispel some of the fantasies surrounding school readiness and to look at some of the realities presented to parents and schools by children. Section I provides developmental guidelines for assessing the school readiness of 3-year-old preschoolers, examines behavior patterns normally exhibited by children on entering school, describes coping styles used by children in attempts to master the new school situation, examines areas in which regression to earlier behavior patterns commonly occurs, and reviews the roles of parents and teachers in providing support and setting expectations for a smooth adjustment into school. Section II briefly explores reactions to separation among 4- and 5-year-old children. Section III lists nine observable diagnostic signposts of school readiness in 6-year-old students, suggests ways kindergarten children can be prepared for first grade, explores ways by which teachers can make the child's experience of the first grade setting more continuous with prior school experience, and concludes that there is currently a discontinuity between the young child's capacities and the school's expectations. Reactions to the paper are presented by two child psychoanalysts. The first discussion focuses on the mother's readiness for separation. The second briefly reviews observational and projective studies of factors related to children's adjustment to school. (Author/RH)

ED 168 820 SE 026 855

Selected Characteristics of Persons in Fields of Science or Engineering: 1976. Current Population Reports, Special Studies, Series P-23, No. 76.

Bureau of the Census (DOC), Suitland, Md. Population Div.

Pub Date-Oct 78

Note-66p.; For related document, see ED 111 672; Not available in hard copy due to numerous small print in document

Available from-Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 ($2.40)

Pub Type- Numerical/Quantitative Data (110) - Reports - General (140)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-Census Figures, Educational Status Comparison, *Engineers, *Science Careers, *Scientific Manpower, Scientific Personnel, *Scientists, *Socioeconomic Status, Statistical Analysis, Statistical Data

Presented are social, educational, and job-related characteristics of a select group of scientists, engineers and other highly-trained persons in the United States. Eight major fields (computer specialists, engineers, mathematical specialists, life scientists, physical scientists, environmental scientists, psychologists, and social scientists) are used to categorize 17 detailed fields of science or engineering. The report provides highlights of findings, a summary of results, a discussion of the sample and statistical considerations, the questionnaire used, and a section on definitions and explanations. Data for the document were obtained from the 1976 National Survey of Natural and Social Scientists and Engineers sponsored by the National Science Foundation and conducted by the Bureau of the Census. (RE)

ED 168 846 SE 026 924

Mathematical Problem Solving Project Technical Report III: Module Development and Formative Evaluation. Appendix D - Using Tables to Solve Problems'' Quizzes and Data.

Indiana Univ., Bloomington. Mathematics Education Development Center.
Spons Agency-National Science Foundation, Washington, D.C.
Pub Date-May 77
Grant-NSF-PES-74-15045
Note-12p.; For related documents, see SE 026 911-934; Contains occasional light and broken type
Pub Type- Reports - Research (143)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Data, Elementary Education, *Elementary School Mathematics, *Formative Evaluation, *Mathematics Education, *Problem Solving, *Program Evaluation, *Tests
Identifiers-*Mathematical Problem Solving Project

This appendix to the technical report Module Development and Formative Evaluation'' contains two forms of the quiz covering the module Using Tables to Solve Problems'' as well as teachers' comments on the module. (MP)

ED 168 326 FL 010 160

Bumann, Bertha

Ronald McDonald Sagt: Herzlich Willkommen in Deutschland!''

American Council on the Teaching of Foreign Languages, New York, N.Y.
Pub Date-76
Note-20p.
Available from-American Council on the Teaching of Foreign Languages, Materials Center, 2 Park Avenue, New York, N.Y. 10016 ($2.00; $1.50 each for 10 or more)
Pub Type- Guides - Classroom - Learner (051)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Autoinstructional Aids, Class Activities, *Cultural Awareness, Cultural Differences, Cultural Education, *Eating Habits, *German, High School Students, *Instructional Materials, *Language Instruction, Secondary Education, *Second Language Learning, Student Evaluation
Identifiers-*Germany, *McDonalds Fast Food Restaurant

A self-instructional unit for first-year high school students of German is presented which is designed to familiarize the student with McDonald's in a German city and to increase appreciation of the similarities and differences between a McDonald's in America and one in Germany. Notes to the teacher outline specific objectives, student evaluation, and materials, and notes to the student provide facts about McDonald's in Germany and Europe that will be helpful in the study of the unit. Students will order a meal in German, converse with other students about the food, set up a miniature McDonald's in the classroom, convert money from DM to American dollars, and from American dollars to DM. Materials used in this exercise include order slips from McDonald's, German coins (actual or simulated) and advertising buttons, which can be used as rewards for successful completion of the unit. The unit contains many illustrations. (SW)

ED 168 404 HE 011 096

Bond, Andrew J. Nettles, William R.

An Investigation of Environmental Press and Personality Needs of Special Studies Students and an Investigation of Environmental Press and Its Association with Special Studies Student Achievement.

Pub Date-14 Jan 78

Note-41p.; Paper presented at the Georgia Educational Research Association Meeting (January 13-14, 1978) ; Best copy available

Pub Type- Speeches/Meeting Papers (150) - Reports - Research (143)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-*Academic Achievement, *College Environment, College Students, Comparative Analysis, Higher Education, *Individual Characteristics, Institutional Characteristics, *Nontraditional Students, Personality Theories, *Student College Relationship, Student Needs, Tables (Data), Testing

Identifiers-*Georgia, *High Risk Students

Studies were conducted through the University System of Georgia to determine: if there were significant differences in the environmental presses of the eight institutions in the study; if there were significant differences in the personality needs of the special studies students; the degree of compatibility between the institutional environmental press and the personality needs of the special studies students; and if there were any significant associations between higher or lower achievement in reading, English, and mathematics of the special studies students in the various environmental presses. The theoretical framework centered around the personality theories of Henry Murray and John Holland. The population under investigation, the special studies students, did not qualify for regular admission to the institutions they were attending. The College Characteristics Index, Form 1158, was chosen to assess the evaluation of the environment; the Stern's Activities Index, Form 1158 (short form), was administered to the special studies students. The Comparative Guidance and Placement Test, a six part test published by the College Entrance Examination Board, was also administered. To obtain a valid environmental press assessment, the College Characteristics Index was administered to a representative stratified cross section of upperclass students at each institution. Among the conclusions were: that the eight institutions provide significantly different environmental presses for their student bodies; and that there were significant differences between the perceived personality needs of the special studies students. (SW)

ED 168 422 HE 011 127

Summary of the Fifth Annual Desegregation Status Report for Public Postsecondary Education Institutions in the State of Maryland.

Maryland State Board for Higher Education, Annapolis.
Pub Date-Feb 79
Note-41p.; Some tables may not reproduce well
Available from-State Board for Higher Education, 16 Francis Street, Annapolis, MD 21401
Pub Type- Numerical/Quantitative Data (110) - Reports - Research (143)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Associate Degrees, Bachelors Degrees, Black Students, *College Integration, *College Students, *Degrees (Titles), Doctoral Degrees, *Enrollment Trends, Geographic Distribution, *Higher Education, Masters Degrees, Place of Residence, Professional Education, *Racial Composition, Resident Students, State Boards of Education, *State Colleges, State Surveys, State Universities
Identifiers-In State Students, *Maryland, Public Higher Education

This summary of the Fifth Annual Desegregation Status Report for the State of Maryland presents data on residency, enrollment, degrees granted, and boards associated with higher education. The data, except for degrees granted, were collected by the state public postsecondary institutions at the beginning of the fall semester 1978. The data on degrees granted covers July 1, 1977 to June 30, 1978. Each section is preceded by a short description of the tables, which are of a summary type. Tables include the following: residence by county of origin by race for Maryland residents; residence status by race for all students; trends in enrollment by race for undergraduates and graduates/first-professionals; enrollment by program by race for undergraduates, graduates, and first-professionals; trends in the distribution of full-time black undergraduate students among the state public higher education institutions; analysis of the 1977-78 drop in black full-time enrollment; degrees granted by program by race for certificates and associates, bachelors, masters, doctorates, and first-professional; degrees granted to black students by race of institution; trends in degrees granted for 1975-78; racial composition of members of boards associated with higher education; and racial composition of employees of boards. (SW)

ED 168 441 HE 011 163

Eiszler, Charles F. Stancato, Frank

The Connotative Meaning of College Grades.

Pub Date-Mar 79
Note-26p.
Pub Type- Reports - Research (143)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Academic Achievement, *Grades (Scholastic), Higher Education, *Semantic Differential, *Student Attitudes, *Student Evaluation, *Student Reaction, *Undergraduate Students

A semantic differential technique was used to determine the connotative meaning of specific grades to college students. The 161 upper division undergraduates rated each of three specific grades on 20 semantic differential items. Two descriptive questions were answered: (1) What are the basic dimensions of the connotative meanings of grades? (2) How does the continuum of connotative meanings (as measured by semantic distances between adjacent grades) compare to the quantitative continuum that grades are assumed to represent? Factor analysis identified four factors: evaluation, realism, complexity, and salience. Comparison of the continuum of connotative meaning and the quantitative continuum revealed discontinuities. Findings are discussed in relation to the general theoretical assumption that grades have meaning to the extent that they initiate in the student an internal process which mediates the intended value judgment of the teacher regarding the performance of the student as a learner. (Author/SW)

Schwarz, Stephan, Ed. Willers, Uno, Ed.

Knowledge and Development. Reshaping Library and Information Services for the World of Tomorrow. A Festschrift for Bjorn Tell.

Royal Inst. of Tech., Stockholm (Sweden). Library.

Report No.-TRITA-LIB-6013

Pub Date-78

Note-292p.; Some pages are marginally legible due to small size of type

Language-English; French

Pub Type- Collected Works - General (020) - Opinion Papers (120)

EDRS Price - MF01/PC12 Plus Postage.

Descriptors-Abstracting, Bibliographies, Information Seeking, *Information Theory, Library Automation, Library Cooperation, *Library Research, *Library Role, Library Services, Search Strategies, Space Utilization, Staff Utilization, Student Attitudes, Use Studies, Vocabulary Development

Identifiers-Berzelius, Tell (Bjorn)

This compilation of essays and papers in French and English written in tribute to Bjorn Tell, covers various aspects of library and information services from an international perspective, including university libraries, librarianship, research, technology, reference, and organization of information. Articles focus on Berzelius, father of scientific abstract and reference literature in natural sciences, and such areas of research as information searching and library use in higher education, the effects of computer information services in a federal university, library staff and space utilization, student attitudes toward the library, the library role in higher education, and a comparison of user and documentalist reference work. Discussions of information theory include national cooperation of university libraries, bibliographic references in research communication, professional conduct in research, psychomethodological terms, the role of information professionals and librarians, technological change, and vocabulary structure. A brief review of Tell's career and a bibliography of his publications are included. (CWM)

ED 168 530 IR 007 035

Reisinger, Carol Barth, Rodney J.
To Build or Not To Build: Planning and Building a Resources File.
Illinois State Office of Education, Springfield.
Pub Date-Dec 78
Note-14p.
Pub Type- Guides - Non-Classroom (055)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Automation, *Data Bases, *Decision Making, *Educational Resources, Evaluation Criteria, Filing, Human Resources, Indexing, Information Dissemination, *Information Storage, On Line Systems, Resource Centers, State Programs
Identifiers-*Illinois

The process involved in planning, developing, and building a resources file is described in the context of a state education agency. The key decision points which confront the dissemination director are described, i.e., determining the client, the client's resource needs, and the availability of already existing resources. The steps involved in file building once a decision is made are outlined, including selection of a filing system, collection of resources, staff development, and quality control of resources. The discussion covers the key decision points and steps involved for both manual and automated resources files. (Author/CWM)

ED 168 652 JC 790 235

Johnson, Glenn Ross

Verbal Interaction in Junior/Community College and University Classrooms: Do Disciplines and Settings Differ?

Pub Date- 79
Note-27p.
Pub Type- Reports - Research (143) - Numerical/Quantitative Data (110) ()
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Classroom Observation Techniques, Community Colleges, *Comparative Analysis, *Interaction, Junior Colleges, *Postsecondary Education, Student Behavior, *Student Teacher Relationship, Teacher Behavior, Teacher Characteristics, Teaching Techniques, Universities, *Verbal Communication
Identifiers-Flanders System of Interaction Analysis

The objective of this study was to determine whether there were verbal interaction differences between junior/community college and university settings and among disciplines. Theoretically, student achievement and student attitudes are influenced by the types of verbal interactions taking place within classrooms. Forty-eight different classes located in three junior colleges and a university in Texas were used to collect the data. Over 39,000 tallies representing approximately 32.5 hours of time were recorded using Flander's categories for interaction analysis. An analysis of variance revealed significant differences between two-year college instructors and university instructors in several verbal categories. Two-year college teachers used more praise and reinforcement, asked more questions of their students, and reflected greater verbal flexibility than did the university instructors. Data tables outline analysis of variance groupings among course disciplines (English, Chemistry, History/Political Science, Economics, Psychology, Mathematics, and Biological Sciences). (Author/MB)

ED 168 747 RC 011 116

Rash, James O., Jr. And Others

A Profile of Ashe County, North Carolina.

Spons Agency-Cooperative State Research Service (DOA), Washington, D.C.; North Carolina State Univ., Raleigh. Agricultural Experiment Station.

Pub Date-Jan 79

Note-18p.; Publication contributes to USDA Cooperative State Research Service Southern Regional Project S-120, Social Organization for Development of Low-Income Rural Counties''; Paper presented at the Annual Meeting of the Southern Association of Agricultural Scientists (76th, New Orleans, Louisiana, February 4-7, 1979)

Pub Type- Reports - Descriptive (141) - Historical Materials (060) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Agricultural Production, *Area Studies, Community Attitudes, Community Leaders, *Community Problems, Community Services, *Demography, Economic Development, *Employment Patterns, Geography, *Industrialization, Local History, Migration Patterns, *Power Structure, Quality of Life, Road Construction, *Rural Economics, Rural Population, Southern States, Transportation

Identifiers-*North Carolina (Ashe County), Topography

From 1950 to 1970, the shift from agriculture to industry dominated Ashe County, North Carolina, isolated on the Blue Ridge by rugged terrain and severe weather. Rural farm population declined by 2/3 but rural non-farm population tripled. Many new industries helped shift the bulk of the work force to industry. In 1950, 45% of the work force farmed full time and only 17% had industrial jobs. By 1970 just 9% farmed full time; 54% were employed by industries. The main agricultural products shifted to feeder steers, tobacco, and Christmas trees, so the typical farm family could seek additional employment. Median family income increased but per capita income remained low. Attracting and supporting industry became the focus of optimistic leaders who in 1977 listed as priorities for the county: economic diversification; improvement of educational facilities and opportunities; improved roads; and improved health, social, and public services. Recent developments, such as the Ashe County airport, a new hospital, a new county library, and plans for an industrial park, reflected this goal. The enthusiastic leadership, no longer fiercely controlled by a few local families but rather by a more progressive mixture of business and government people, liked the attitudes and relationships of residents, the climate, and the quality of life in Ashe County. (SB)

ED 168 765 RC 011 243

North of 60 The Inuit: An Introduction to the Eskimos of Canada.
Department of Indian Affairs and Northern Development, Ottawa (Ontario).
Pub Date-78
Note-43p.; Legends on maps marginally legible due to small type
Language-English; French
Pub Type- Historical Materials (060)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*American History, *Canada Natives, Cooperatives, *Cultural Background, Cultural Enrichment, Culture, *Economic Development, Education, Eskimo Aleut Languages, Eskimos, Ethnic Origins, Federal Government, *Government Role, Land Use, Local Government, Preservation, *Social Change, Social Development, Tribes
Identifiers-Canada, Historical Materials, *Inuits, Inuktitut (Language)

In just 30 years the approximately 25,000 Canadian Inuit moved from traditional hunting and trapping to a multifacted, multimillion dollar economy based on tourism, arts and crafts, and renewable resource development. The rapidly changing Inuit world brought positive changes such as compulsory, better-quality education and improved health, as well as negative changes such as alcoholism and increased crime. Concentrated in the northern circumpolar regions of Quebec, Newfoundland, and the Northwest Territories, the Inuit were totally dependent on hunting for survival until the mid-18th century appearance of whalers and traders. The establishment of many trading posts between 1906 and 1936 drastically changed Inuit life as trapping became as important as hunting, and settlements grew up rapidly around the posts. After 1953 federal representatives moved north and improved education, aided the organization of effective local government, and began federal housing. Most provincial government activity in the area began after 1960. Native associations, resulting from a desire for self-government, became concerned with land claims (significant because the Inuit had never relinquished any land), and preservation of lifestyles and art forms. In particular, the Inuit Cultural Institute was developed to maintain and encourage interest and growth in Inuit culture. (SB)

ED 168 799 RC 011 286

Rural Schools Prototype Analysis. Volume I: Design, Determinants and Options.
Construction Systems Management, Inc., Anchorage, Alaska.
Spons Agency-Alaska State Dept. of Transportation and Public Facilities, Anchorage.
Pub Date-1 Aug 78
Note-474p.
Pub Type- Guides - Non-Classroom (055)
EDRS Price - MF01/PC19 Plus Postage.
Descriptors-Architectural Programing, *Building Design, Educational Facilities, Educational Specifications, *Facility Guidelines, *Facility Planning, *Facility Requirements, Facility Utilization Research, Physical Design Needs, Rural Education, *Rural Schools, School Design, Secondary Schools, Site Analysis, *Small Schools, Space Utilization
Identifiers-*Alaska, Architectural Planning

This resource guide presents Design Determinants and Options to be used by designers, school district personnel, and State officials in the programing and design of small rural secondary schools in the Alaska bush. The vast and unconventional educational and space planning challenge is compounded by: the need to provide most or all of the utilities; inappropriate technology; difficult logistics for construction, maintenance, and operation; and a harsh natural environment. Three Design Determinants major groups of critical factors that affect facility programing and design are Building Program Determinants (facility use, for what purpose, by whom and how many, maintenance skills level, fire and life safety, etc.), Environmental Determinants (climate, geotechnical and hydrological factors, logistics), and Site Utilities Determinants (water, waste disposal, electricity). Design Options are systems, elements, and concepts selected by a designer and based on Design Determinant information gathered prior to programing. These options refer to building safety and health requirements; site utilities; siting of buildings; building envelope, structure, and utilities; and building programs for secondary schools, in which detailed options are given for facilities for 4 separate enrollment groups as defined by the Department of Education: 10 or fewer, 11 to 20, 21 to 32, and 33 to 46. (SB)

ED 168 367 FL 010 274

Berry, Thomas E.

Russian for Business: Typewriting and Documents.

Pub Date-78
Note-116p.
Available from-Birchbark Press, Department of Salvic Languages, University of Maryland, College Park, Maryland 20740 ($8.00)
Language-Russian; English
Pub Type- Guides - Classroom - Learner (051)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-Business Communication, *Business Correspondence, Business Education, *Business Skills, International Trade Vocabulary, Job Skills, *Language Guides, Languages for Special Purposes, *Language Skills, Postsecondary Education, *Russian, *Skill Development, Translation, *Typewriting, Verbs, Vocabulary, Writing Exercises

This textbook was designed for undergraduate students who are interested in a basic study of Russian typewriting with particular emphasis on the following business documents: the memorandum, applications, statements, declarations, business letters, receipts, calculations, agreements, inquiries, references, certificates, basic documents used for trading with the USSR, contracts, and telegrams. Each of the ten lessons contains the following elements: (1) the introduction of a type of business document in Russian; (2) an example of the document in Russian and in English; (3) introduction of letters of the typewriter keyboard; (4) an exercise on verbs commonly used in business transactions; (5) homework exercises for translation practice; and (6) vocabulary. The business letter is stressed and translation exercises on it are provided with an emphasis on importing and exporting terminology. Examples of actual business letters are given in the appendix as well as examples of all the documents mentioned. (Author/AMH)

Powell, Carolyn L., Comp. And Others

Virginia Beach Public Library System, Virginia Beach/Oceanfront Branch: A Community Analysis.

Virginia Beach Dept. of Public Libraries, Va.
Pub Date-Jul 78
Note-98p.; Best copy available
Pub Type- Reports - Descriptive (141)
EDRS Price - MF01/PC04 Plus Postage.
Descriptors-Branch Libraries, City Demography, *Community Characteristics, *Community Study, Evaluation, *Library Administration, Library Circulation, *Library Planning, *Library Services, *Public Libraries, User Satisfaction (Information), Use Studies

This study provides an overview of the community and the status of the library through an examination of the city of Virginia Beach, including its demography and needs, as well as the history, organization, administration, and financial support of both the Virginia Beach Public Library System and the Oceanfront Branch Library. The information is presented in numerous figures consisting of maps, tables, and graphs in addition to the appended user survey, results, and analysis. Specific recommendations of the study are further community analysis, further library role analysis, increased community awareness of library services, the establishment of adult programs, the establishment of a staff orientation program, increased parking lot control, a weeding of the library collection, and an evaluation of the record collection. (JVP)

ED 168 593 IR 007 155

New York State Interlibrary Loan (NYSILL) 1967-1977. A Report of the NYSILL Task Force.

New York State Library, Albany.
Pub Date-18 Aug 78
Note-65p.; For related document, see ED 044 164; Paper copy not available due to low type density
Pub Type- Reports - Descriptive (141)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-Copyrights, Delivery Systems, *Interlibrary Loans, Library Automation, *Library Networks, *State Programs, Tables (Data), Telecommunication
Identifiers-*New York State Interlibrary Loan Network

A description of the growth and development of the New York State Interlibrary Loan Network (NYSILL) from its inception in 1976 to its status in 1977, is followed by discussions of the various aspects of the network, reexamining its ability to meet its objectives and proposing recommendations for improvement. These discussions include (1) the structure of NYSILL and its relationship to other networks (e.g., Ohio College Library Center, OCLC); (2) direct regional access to NYSILL referral libraries; (3) document delivery alternatives; (4) NYSILL subject referral libraries; (5) NYSILL and copyright; (6) future automation of NYSILL; and (7) teletype access to NYSILL. The recommendations are presented at the end. Two appendices provide the Cornell direct access proposals, the NYSILL Task Force by-pass proposal, the Greenberg direct access proposal, and a memorandum on planning for an expanded teletype access to NYSILL. (JD)

ED 168 633 JC 790 214

Financial Report of the County Colleges of the State of New Jersey for the Fiscal Year Ended June 30, 1978.

New Jersey State Dept. of Higher Education, Trenton.
Pub Date- 78
Note-118p.
Pub Type- Reports - Descriptive (141) - Numerical/Quantitative Data (110) ()
EDRS Price - MF01/PC05 Plus Postage.
Descriptors-Capital Outlay (for Fixed Assets), Community Colleges, *Educational Finance, Enrollment, Expenditure Per Student, Expenditures, *Financial Support, Fiscal Capacity, *Junior Colleges, Part Time Students, *Resource Allocations, State Aid, Student Costs, Tax Support, Unit Costs
Identifiers-*New Jersey

Financial information and an analytic narrative concerning the New Jersey community college system are presented for the following major areas: (1) enrollments and educational cost per full-time equivalent student; (2) sources of current revenue; (3) educational and general expenditures; and (4) fixed assets and capital data. The New Jersey county colleges receive funds primarily from four sources the state, counties, student tuition and fees, and miscellaneous 'other' income. In 1978, the total revenue from these sources was $134,764,000 presenting an increase of 13.2% over 1977. The total amount of state aid increased by 39%, while the amount of county support increased by 2%. The educational cost per full-time equivalent student increased 7% from FY 1977 to FY 1978. The number of full-time equivalent students appeared to be stabilizing, though the growth in the number of part-time students was significant. Educational and general expenditures rose 10% in 1978. The average percentage expenditure in each of the educational and general categories was as follows: instruction, 46%; general expenses and administration, 24%; student services, 8%; extension and public services, 4%; library, 5%; and plant operation and maintenance, 13%. Data tables summarize the sources and changes in revenue, enrollment, distribution of expenditures, fixed assets, capital authorizations, and complete and comparative fiscal details by college for 1976 through 1978. (MB)

ED 168 711 PS 010 479

Sawin, Douglas B.

Assessing Empathy in Children: A Search for an Elusive Construct.

Texas Univ., Austin.
Spons Agency-National Inst. of Mental Health (DHEW), Bethesda, Md.
Pub Date-Mar 79
Grant-NIMH-1-R03-MH-31381-01
Note-18p.; Paper presented at the Biennial Meeting of the Society for Research in Child Development (San Francisco, California, March 15-18, 1979)
Pub Type- Speeches/Meeting Papers (150) Reports - Research (143)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Age Differences, *Aggression, Altruism, *Child Development, Childhood, Elementary School Students, Emotional Development, *Empathy, Interaction Process Analysis, *Prosocial Behavior, Psychological Studies, *Reliability, Research Methodology, Sex Differences, Social Development, Television Viewing, *Violence

This paper argues that (1) as measures of emotional empathy in children are refined, there is increasingly strong support for the hypothesis that emotional empathy can serve both as an inhibitor of antisocial behavior and as a motivator of prosocial behavior, but that (2) since the relation between children's empathy and their behavior is confounded by a number of factors the measures require further refinement. Research is described which investigates the responses of children in grades one, three and five to violent and non-violent events shown in slides and on television. No sigificant evidence was found that children's assessed level of empathy was related to their aggressive or altruistic behavior toward peers. It is argued that the criterion measures of altruism and aggression are not responsible for this result, but that an aspect of the empathy measure, children's reports of their own affect, is not reliable. When a measure not dependent on children's self-reports was used, the relation between empathy and behavior appeared dependent upon (1) empathic responses to specific affects and the relevance of specific empathic emotions to the criterion behaviors, (2) situational factors in the empathy eliciting and criterion contexts, and (3) the age and sex of the children. It is suggested that both younger and older children are aroused by violent episodes, but that the latter are more likely also to empathize with the victim. A short description of the Feshbach and Roe measure of empathy and five tables of data are appended. (Author/RH)

ED 168 782 RC 011 262

Hecht, Kathryn A.

Decentralizing Education in Rural Alaska Highlights Needed Research.

Pub Date-Apr 79

Note-12p.; Paper presented at the Annual Meeting of the American Educational Research Association (April 1979, San Francisco, California)

Pub Type- Speeches/Meeting Papers (150) - Reports - Evaluative (142)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Alaska Natives, Curriculum Development, *Decentralization, *Educational Finance, Educational Needs, Educational Quality, Elementary Secondary Education, Information Dissemination, Instructional Staff, Program Development, *Research Needs, Resources, *Rural Education, *School District Autonomy, Self Determination, State Legislation, Technology

Identifiers-*Alaska

In July, 1976, Alaska's 21 Regional Educational Attendance Areas (REAAs) came into being; these REAAs provide elementary and secondary education in a huge geographical area for approximately 11,000 pupils, 70% of whom are Native. Prior to 1976 education for these rural areas was controlled centrally by a distant state agency. Beginning in 1975, the REAAs had a one-year transition period in which to draw regional boundaries, elect and minimally train school boards, hire staffs, and locate offices. Substantive educational issues have emerged following the completion of the second year of REAA operation. Among these issues are: how local does local control need to be; has 100% state financing for REAAs provided sufficient resources; how can board members, administrators, and teachers acquire more training in their roles and an understanding of each other; how can curriculum and programs integrate education into the local community and its culture; and how can the amount and type of resources and technology available to both teachers and students be increased. Despite the significance of the vent of the REAAs, little official attention has been directed toward researching or systematically evaluating the phenomenon. Without adequately focused, implemented and disseminated research, development of quality education in rural Alaska seems unlikely. This study of the REAAs utilizes information from mail questionnaires to superintendents and board members, existing data, one case study, isolated individual studies, and an end-of-project seminar. (BR)

ED 168 821 SE 026 866

Aichele, Douglas B., Ed.
Mathematics Teacher Education: Critical Issues and Trends.
National Education Association, Washington, D.C.
Pub Date-78
Note-64p.; Not available in hard copy due to copyright restrictions
Available from-National Education Association, 1201 16th Street, N.W., Washington, D.C. 20036 (Stock Number 1618-1-00; $4.50)
Pub Type- Information Analysis (070)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-*Educational Trends, Elementary Secondary Education, Higher Education, *Inservice Teacher Education, *Mathematics Education, *Preservice Education, Primary Education, *Research Reviews (Publications), *Teacher Education, Urban Schools

The central theme for this document is provided by the report by the National Advisory Committee on Mathematical Education (NACOME), which prepared an overview and analysis of U.S. school-level mathematical education. Topics covered include: (1) a research-supported discussion of several issues facing mathematics educators; (2) suggestions for kindergarten mathematics teacher education; (3) mathematics anxiety, individualization, and learning theory as they relate to mathematics teacher education; (4) specifications for the training of a teacher of general mathematics in junior and senior high schools; (5) a description of a graduate in-service workshop for elementary and secondary teachers; and (6) the secondary mathematics teacher education curriculum for the urban-bound teacher. (MP)

Mathematical Problem Solving Project - Using Tables to Solve Problems.

Indiana Univ., Bloomington. Mathematics Education Development Center.; University of Northern Iowa, Cedar Falls.
Spons Agency-National Science Foundation, Washington, D.C.
Pub Date-76
Grant-NSF-PES-74-15045
Note-96p.; For related documents, see SE 026 911-934; Contains colored pages which may not reproduce well
Pub Type- Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC04 Plus Postage.
Descriptors-*Curriculum Guides, Elementary Education, *Elementary School Mathematics, *Instruction, *Learning Activities, *Mathematics Education, Problem Sets, *Problem Solving, Teaching Techniques
Identifiers-*Mathematical Problem Solving Project

This teaching guide presents six lessons on using tables to solve problems. For each lesson, the guide gives the purpose, the rationales, materials, and detailed teaching procedures. The six lessons involve making a table, completing a table, using tables to solve problems (lessons 3 and 4), reading tables, and solving problems. Each lesson opens with a cartoon drawing that places the student in a school environment. This is followed by three or four problem situations and a page extending the experiences within the lesson. Optional activities are suggested. (MP)

Colpitts, D. Corinne
General Indexes, Book Review Indexes, and Newspaper Indexes; Indexes, Abstracts, Book Reviews, and Serial Bibliographies for Humanities and the Social Sciences. Bibliographic Series Nos. 28-30.
Arkansas Univ., Fayetteville. Mullins Library.
Pub Date-77
Note-30p.
Pub Type- Reference Materials - Bibliographies (131) - Collected Works - Serials (022)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Bibliographies, Book Reviews, *Humanities, Indexes (Locaters), *Library Materials, Newspapers, *Reference Materials, *Social Sciences, University Libraries

Listings of general and subject specific newspaper indexes, book review indexes, and serial bibliographies held by the Arkansas University library are provided. The general indexes include information on statistics, general literature, periodicals, and government documents. Subject specific indexes and bibliographies focus on the social sciences and the humanities. All listings have full bibliographic citations, including call numbers, and all are annotated. (MBR)

A Survey of Viewership of Television Series Sponsored by ESAA Legislation. Executive Summary.

Applied Management Sciences, Inc., Silver Spring, Md.
Spons Agency-Office of Education (DHEW), Washington, D.C. Office of Planning, Budgeting, and Evaluation.
Pub Date-30 Jun 78
Contract-300-77-0019
Note-22p.; For related document, see IR 007 084 ; May be marginally legible due to small print
Pub Type- Reports - Research (143)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Childrens Television, *Cultural Isolation, Elementary Secondary Education, Federal Legislation, Federal Programs, *Minority Group Children, Parents, Preschool Children, Principals, Program Evaluation, *Television Surveys, *Television Viewing
Identifiers-*Emergency School Aid Act

The U.S. Office of Education, under the legislative authority of the Emergency School Aid Act (ESAA), commissioned a survey of the viewership of 11 ESAA-funded TV series designed to reduce cultural isolation in minority children. Objectives of the survey were to determine the availability of the ESAA-TV series to their target audiences, as well as to determine the viewership of the series by their target audiences. National in-school surveys of viewership were conducted with students from grades 1, 4, 7, and 10 and their respective teachers and principals, with in-home surveys conducted as a validation measure with many of the same students, their parents, and preschool siblings. Despite high availability, a relatively small proportion of the children were aware of the ESAA-TV series. However, children in both the target age and target ethnic groups viewed TV more than other children. Findings of teacher and principal surveys indicated that knowledge of ESAA-TV was minimal. Considerations for future study in increasing viewership include audience awareness, appeal, additional viewership surveys, family viewership, time of broadcast, impact, and in-school viewership. (CMV)

ED 168 303 FL 010 106

Steig, Janet B. Arnold, Marjorie R.
Young Children's Comprehension of Person Pronouns.
Pub Date-78
Note-12p.; Paper presented at the Southeast Conference on Human Development (Atlanta, Georgia, April 1978); Best copy available
Pub Type- Speeches/Meeting Papers (150) - Reports - Research (143)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Analysis of Variance, *Case (Grammar), *Child Language, Comprehension, *Comprehension Development, *Language Development, *Language Research, Language Tests, *Linguistic Theory, Morphology (Languages), *Pronouns, Psycholinguistics, Semantics

A study was conducted to test the validity of the Linguistic Features Hypothesis, which predicts that unmarked personal pronouns will be learned first by children, yielding the following order of acquisition: first person before second, followed by third; singular before plural; and subjective case before objective or genitive. A review of the literature generally supports this view. This study, motivated by the lack of a comprehensive approach to pronoun acquisition research, studied comprehension data for I,'' you,'' he,'' she,'' it,'' we,'' and they.'' The subjects, 30 middle-class male and female English-speaking children from 2 1/2 to 4 1/2 years of age, were tested for comprehension of the genitive and objective cases through commands eliciting behavioral responses, and for comprehension of the subjective case through commands eliciting verbal responses. No correct responses were found to it,'' and this pronoun was dropped from further analysis. The oldest subject group (4 1/2 years) performed better than the two other groups (3 1/2 and 2 1/2 years). No support was found for the prediction that first person precedes second. However, singular forms were comprehended significantly better than plural ones. Finally, no effects were found for case. Thus only partial support was found for the Linguistic Features Theory. (AM)

Fossum, Diane Statz, Jerry

Cien Refranes, Cien Verdades (Spanish Proverbs for Second Year Students).

American Council on the Teaching of Foreign Languages, New York, N.Y.
Pub Date-75
Note-44p.; Best copy available
Available from-American Council on the Teaching of Foreign Languages, Materials Center, 2 Park Avenue, New York, N.Y. 10016 ($2.50)
Pub Type- Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*Classroom Materials, Cultural Education, Grammar, High School Students, *Instructional Materials, *Language Instruction, Pronunciation, *Proverbs, Secondary Education, *Second Language Learning, *Spanish, Visual Aids, *Vocabulary

This unit on Spanish proverbs for second year students includes five main lessons, each dealing with a different way of using proverbs to teach or reinforce certain grammatical points and vocabulary. Each exercise and suggested vocabulary list also has a corresponding transparency. Lesson one contains 18 Spanish proverbs which have a common English equivalent. The accompanying illustrations should make clear the idea of the proverb without reference to its English translation, and pronunciation of difficult words may be practiced. In lesson two, proverbs are used to practice present tense verb forms, including stem-changing, reflexive, and irregular verbs. In lesson three, proverbs containing imperatives are presented to review familiar and formal command forms. Lesson four includes a group of proverbs that rhyme and were selected for pronunciation practice. In lesson five, proverbs with a common theme have been grouped for vocabulary study. The categories include: women, wisdom, animals, love, and marriage. Lesson five is followed by comments on the appropriate use of a proverb. In lieu of any post-test, supplementary exercises are suggested. If the teacher feels the need for any testing materials, exercises in the packet can easily be converted into testing situations. (SW)

ED 168 347 FL 010 200

Sims, Diana Mae

What is Technical English, American Style?

Pub Date-78

Note-12p.; Paper presented at the combined annual meetings of the American Dialect Society and New Ways of Analyzing Variation (7th, Washington, D.C., November 2-4, 1978)

Pub Type- Speeches/Meeting Papers (150) - Information Analysis (070)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*American English, English, *English (Second Language), *English for Special Purposes, *Language Patterns, Languages for Special Purposes, *Language Variation, Morphology (Languages), Phonology, Postsecondary Education, Rhetoric, Semantics, Syntax, *Technical Writing, Vocabulary, Writing

The rise of American English as the medium for exhange of scientific and technical information worldwide is a linguistic phenomenon. For some time, applied linguists in Britain have provided texts to meet the demand for English for special purposes and English for science and technology. Their works use a British form of language and cover British applications. Lately, American educators also have entered these fields. Typically, they cover the terms and concepts of a particular profession or trade like engineering or the use of hand tools, and they show model forms of technical communication, including resumes, letters, and reports. Technical English, American style, however, is not essentially professional jargon or simply standard English applied to special purposes. It is a distinct variety of American English with definable semantic features, morphology, and syntax. Its lexicon is delimited, and its phonology is characterized by low-level American phonetic rules. Along with the English writing system, it relies heavily on pictorial representation; and its rhetoric, strongly deductive, has distinguishable characteristics. Precise descriptions, like those provided here, may be useful as an aid in developing and implementing instructional materials in technical English. (Author/AMH)

Task Force Report on Affirmative Action.

Pub Date-78
Note-102p.; Not available in hard copy due to small print ; Prepared by Young Americans for Freedom, Sterling, Va.
Available from-Young Americans for Freedom, Route 1, Box 1002, Woodland Road, Sterling, Va. 22170
Pub Type- Legal/Legislative/Regulatory Materials (090) - Opinion Papers (120)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-*Affirmative Action, Civil Rights Legislation, *College Admission, Court Cases, Disadvantaged Groups, Discriminatory Legislation, Educational Discrimination, *Educational Legislation, *Equal Education, Federal Government, Government Role, Higher Education, *Racial Discrimination, *Reverse Discrimination
Identifiers-Bakke Case

Issues raised by affirmative action are explored and a legislative agenda for reform is offered. Part One of the report examines affirmative action in practice and includes discussions of the Bakke case and affirmative action in the federal government. Part Two considers the legal aspect of affirmative action and reverse discrimination, and Part Three discusses the question of what can be done short of more discrimination to assist the minority community in gaining more economic and social benefits from society. In Part Four, several pieces of legislation are recommended, including the ``Model Legislation'' put together by the Task Force. (BD)

ED 168 531 IR 007 045

Children's Television Workshop. Quarterly Progress Report, July 1, 1978 to September 30, 1978.

Children's Television Workshop, New York, N.Y.
Spons Agency-Office of Education (DHEW), Washington, D.C.
Pub Date-Sep 78
Contract-300-78-0211
Note-49p.; For related documents, see ED 136 830, 142 238, 149 762, 149 786 and IR 006 134, IR 006 586 ; Best copy available
Pub Type- Reports - Descriptive (141)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*Childrens Television, Community Services, Conferences, *Educational Television, Instructional Materials, Merchandise Information, Migrant Workers, Prisoners, *Programing (Broadcast), Public Relations, Special Education, Summer Programs, *Television Research
Identifiers-*Sesame Street, *The Electric Company

Summaries of research and production activities for ``Sesame Street'' and ``The Electric Company'' are provided in this quarterly report, as well as information on the Children's Television Workshop's community education services, public affairs, personnel, and merchandise products. A table indicating foreign countries in which these programs were broadcast in English (or in one or more other languages for ``Sesame Street'') and a financial report are also provided. (CMV)

ED 168 572 IR 007 113

Towne, Douglas M. And Others

Research on Learning Strategies and Hands-On Training in CAI. Final Report, 1 January 1975 to 30 September 1978.

University of Southern California, Los Angeles. Behavioral Technology Labs.

Spons Agency-Office of Naval Research, Washington, D.C. Personnel and Training Branch.

Pub Date-Nov 78

Contract-N00014-75-C-0838

Note-41p.

Pub Type- Reports - Evaluative (142)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-Cognitive Processes, *Computer Assisted Instruction, Educational Development, Government Publications, *Instructional Design, *Learning Theories, Military Schools, Military Training, Problem Solving, *Simulators

This final report reviews research performed in two major areas instructional theory, and development of a generalized maintenance trainer simulator. Five related research projects were carried out in the domain of instructional theory: (1) the effects of visual analogies of abstract concepts, (2) Markov decision models for instructional sequence optimization, (3) electrophysiological correlates of cognitive processing, (4) cognitive strategies for text processing, and (5) heuristic techniques for logical problem solution. Work on the development of the maintenance trainer simulator included tests of the system in naval training environments and led to a project to further develop the system for regular use in Navy Schools. A list of references includes citations for 14 technical reports, seven chapters in books or articles in journals, and nine papers for professional meetings. (Author/JEG)

ED 168 615 JC 790 186

Follow-Up Studies of 1975 CCC Graduates. Information Sheets 79-01, 79-02, and 79-03.

Cumberland County Coll., Vineland, N.J.
Pub Date-79
Note-18p.
Pub Type- Reports - Research (143)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Academic Aspiration, Associate Degrees, Career Choice, College Credits, *College Graduates, Community Colleges, Employment Patterns, Employment Potential, Job Placement, Job Satisfaction, *Job Training, *Junior Colleges, Junior College Students, *Participant Satisfaction, Relevance (Education), *Transfers, Transfer Students, Vocational Education, Work Attitudes
Identifiers-*Student Objectives

The 286 students who graduated from Cumberland Community College (CCC) in 1975 were surveyed regarding their educational objectives, educational/occupational status, satisfaction with CCC, method of finding a job, earning potential, relatedness of job to major, and transfer problems and success. Of the 138 (48%) graduates who completed the questionnaire, 52 (38%) enrolled primarily ``to prepare for future employment.'' Of this group, 46 were currently employed either full- or part-time. About 32% enrolled ``to prepare for further education at a four-year college.'' Of these students, 38 transferred and 28 had received baccalaureate degrees (BA's). Job information was provided by 117 graduates, 73% of whom were employed full-time and 12% employed part-time. Few respondents found their job through CCC; however, 66% felt their college program positively affected their earning potential. About 75% were satisfied with their job. After receiving their associate degrees, 87 graduates subsequently transferred to four-year colleges. Most (70%) had no problems transferring credits, 66.6% felt they had been well-prepared for transfer, and 56 had already received their BA's. Half of the transfers were initially enrolled at CCC in career-preparation courses. Of these, 13 had not originally intended to transfer. (MB)

ED 168 672 JC 790 260

The 1978-1986 Educational Master Plan.
Northern Virginia Community Coll., Annandale.
Pub Date-1 Oct 78
Note-70p.; Some small print may be marginally legible
Pub Type- Reports - Descriptive (141)
EDRS Price - MF01/PC03 Plus Postage.

Descriptors-College Role, Community Characteristics, Community Colleges, *Educational Planning, Enrollment Projections, Financial Support, *Institutional Characteristics, *Junior Colleges, Manpower Needs, *Master Plans, Personnel Needs, Program Planning, School Community Relationship, Student Characteristics

The 1978-1986 Educational Master Plan for Northern Virginia Community College is divided into four major sections. The first covers the mission, history, development, formal organization, and program, operational, and educational impact goals of the college. The second section examines the demography and economy of the district service area; student characteristics; educational and support services (e.g., occupational-technical education, college transfer, general education, and community services); the relationship among the college, the student body, and the service area in terms of employment, continuing education, and public service activities; and personnel, facilities, and fiscal resources. The third section considers future college requirements expressed in terms of enrollment projections (changes in demographics, trends in employment, and projected college growth), projected campus missions, new or expanded education and support systems (e.g., degree and certificate offerings, extended learning institute, cooperative education, and student development services), and immediate and long range resource needs for personnel, facilities, and budget. The final section explores significant issues facing the college relative to projected campus size, establishment of campus service areas, control of course distribution by campus, and implementation of new or expanded degrees and certificates. (MB)

PS

ED 168 692 PS 010 455

Rubin, Kenneth H. Krasnor, Linda Rose

Changes in the Play Behaviors of Preschoolers: A Short-Term Longitudinal Investigation.

Spons Agency-Canada Council, Ottawa (Ontario).
Pub Date-Apr 79
Grant-S-75-0543
Note-14p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, California, April 8-12, 1979)
Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors *Behavior Change, Behavior Patterns, *Child Development, Childrens Games, Dramatic Play, *Interaction Process Analysis, *Play, *Preschool Children, Social Relations

This longitudinal study of changes in play behavior in preschool children reports decreases in less mature forms of play and increases in more mature forms of play over time. The study was designed to test the assumption that the play of young children develops in a progressive manner. Ten 3-year-olds and ten 4-year-olds were observed during free play each day for four 3-week periods over 3 months. The coding of behavior was based on Parten's categories of social play (unoccupied, solitary, onlooker, parallel, group) and Smilanksy's categories of cognitive play (functional, constructive, dramatic, games with rules). Two additional categories included reading (or being read to) and active conversation. Children showed a decrease in the amount of time spent in unoccupied, onlooker, solitary-functional, and all functional play, and an increase in the amounts of time spent in reading, games, parallel-dramatic, all group, and all dramatic play. Only the games with rules category showed a differential age-by-time interaction. Alternative explanations of the data are discussed. Data on age and sex differences are also reported. Two tables summarizing results are included. (BH)

Klopf, Gordon J.

The Principal and Staff Development in the School (With a Special Focus on the Role of the Principal in Mainstreaming).

Bank Street Coll. of Education, New York, N.Y.
Spons Agency-Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.; Office of Education (DHEW), Washington, D.C.; Richard King Mellon Foundation, Pittsburgh, Pa.
Pub Date-79
Grant-G007501002; Available from-Bank Street College of Education, 610 West 112th Street, New York, New York 10025 ($2.50, plus $0.75 postage/handling)
Pub Type- Guides - Non-Classroom (055)
EDRS Price - MF01/PC04 Plus Postage.
Descriptors-Activities, *Administrator Role, Adult Development, *Adults, Educational Planning, Educational Strategies, Evaluation, Experiential Learning, Group Dynamics, *Inservice Education, *Mainstreaming, Personal Growth, *Principals, *Staff Improvement

The objective of this document is to provide the school principal with some understanding of the concepts of adult learning and development and an awareness of some of the processes and techniques involved in a staff development program. Chapters present a paradigm for growth, cover the planning of the staff development program, provide perspectives on understanding adults and their development, characterize the enabling person,'' outline approaches to organizing for staff development, discuss ways to present information and explore dimensions of small group interaction processes and their potential for effective staff development. Experiential activities for staff development programs are suggested and formative and summative approaches to program evaluation are explained. New competencies required of the school principal for facilitating organizational change to implement Public Law 94-152: the Education for All Handicapped Children Act (1975) are listed. Although the material can be used by anyone conducting staff development programs and sessions, it is advised that additional material and actual training may be necessary before competency is acquired. (Author/RH)

ED 168 405 HE 011 098

Heie, Harold And Others

Professional Development Through Growth Contracts Handbook.

Gordon Coll., Wenham, Mass.

Spons Agency-Kellogg Foundation, Battle Creek, Mich.

Pub Date-79

Note-106p.

Available from-Gordon College, Grapevine Road, Wenham, MA 01984

Pub Type- Guides - Non-Classroom (055) - Reports - Descriptive (141)

EDRS Price - MF01/PC05 Plus Postage.

Descriptors-*Behavioral Objectives, *College Faculty, *Faculty Development, *Faculty Evaluation, Higher Education, *Performance Contracts, Program Development, Program Evaluation, Resource Guides, Self Evaluation, *Teacher Improvement, Teacher Role

Identifiers-*Gordon College MA, Growth Contracts

The program of faculty development by growth contracting at Gordon College, Massachusetts, is described and evaluated, and a faculty development manual is presented. Under the growth contracting program, each participating faculty member writes a faculty profile that contains an assessment of strengths and weaknesses, a statement of current faculty roles, an assessment of effectiveness in carrying out these roles, and a statement of long-range professional and personal goals, typically for a period of from three to five years. The profile forms the basis for a series of yearly individual development plans (growth contracts) intended to cumulatively implement one's long-range goals. Principles for faculty growth contracting and questions and problems that have arisen are discussed. Suggestions are offered for institutions which are contemplating growth contracting as a means for faculty development. A summary of results of an evaluation of the program and a discussion of possible factors contributing to positive results are presented. The faculty development manual defines responsibilities of personnel and departments and outlines implementation procedures. Appendices include a sample faculty profile, annual plan, budget form, ledger sheet, evaluation form, and suggested guidelines for advisory committees. (SW)

ED 168 423 HE 011 128

Cross, K. Patricia

Changing Students and the Impact on Colleges.

Pub Date-11 Jan 79

Note-23p.; Paper presented to the Educational Staff Seminar (Washington, D.C., January 11, 1979)

Pub Type- Speeches/Meeting Papers (150) - Opinion Papers (120)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Access to Education, Adult Education, *Adult Students, *College Students, Demography, Educational Demand, Educational Opportunities, Enrollment Trends, *Higher Education, *Nontraditional Students, *Student Characteristics, Trend Analysis

Identifiers-Lifelong Learning

Current trends in higher education, specifically those related to the changing characteristics of students and the impact of those changes on colleges and universities, are addressed. Three distinct trends contributing to the changing characteristics of college students are: the decline of 18-year-olds in the population, the rising proportion of new students in the college population, and the increase in adult part-time learners. New students have resulted from equal opportunity and the expansion of open admissions community colleges. These trends will affect colleges differentially, depending on whether they serve national or local clientele, whether they are located in areas of declining or growing population, and what kinds of students they attract or are prepared to attract. Factors that can be considered in projecting college enrollments are demographic trends and the type of college. Demographic trends behind the adult education movement and characteristics of adult learners are described. The analysis also considers: how the labor market will affect education, differences between actual learners and those who say they are interested in education but who are not currently participating, advantages that would result from funding education information centers, characteristics of the new students, and the lack of federal effort to acknowledge the social desirability of lifelong learning and adult education. (SW)

ED 168 442 HE 011 164

McLean, Daniel D.

Student Selection: A Review.

Pub Date-78

Note-18p.; Paper presented at the National Recreation and Park Association Congress (Miami Beach, Florida, 1978)

Pub Type- Speeches/Meeting Papers (150) - Opinion Papers (120)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Academic Achievement, *Admission Criteria, *College Admission, College Programs, *Competitive Selection, Higher Education, Individual Characteristics, Leisure Time, *Recreation, *Student Evaluation

Identifiers-*Selective Admission

A summary of factors involved in the college student selection process and implications for leisure service, recreation, and resource programs at colleges and universities are discussed. Criteria for student selection involve objective and subjective measurements of academic ability. Objective selection procedures include scholastic grades, rank in class, aptitude tests, and achievement tests. The three most common subjective measures are information about personal qualities, accomplishments, and biographical data. Arguments used for and against the implementation of selective criteria within a program of study are presented. The process of limiting the quantity and quality of students entering a leisure service program is beginning to become more accepted. It is concluded that if leisure service programs are going to pursue a selective admissions program, it must be based upon academic resources, the available market for graduates, and a realization that there are many other programs without limited enrollment who will be competing for available positions. (SW)

ED 168 486 IR 006 975

Ahrens, Joan

Resources into Higher Education. Bibliographic Series No. 31.

Arkansas Univ., Fayetteville. Mullins Library.

Pub Date-78

Note-10p.

Pub Type- Reference Materials - Bibliographies (131) - Collected Works - Serials (022)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Bibliographies, *Higher Education, *Library Materials, *Periodicals, *Reference Materials, Subject Index Terms, University Libraries

Varied information sources on higher education held by the Arkansas University library are listed. The publications, which are organized by type of material include abstracts and indexes, sources for dissertations and theses, directories of educational personnel and institutions, dictionaries, encyclopedias, handbooks, statistical sources, and bibliographies. Appropriate card catalog subject headings are listed and periodicals grouped by subject community colleges; curriculum and instruction; faculty personnel; historical, philosophical, and social developments in education; instructional media; organization and administration; research; and student personnel. Complete bibliographic citations, including call number, are given for all items except journals for which the call number and university holdings are given. Some items are annotated. (MBR)

Molholt, Pat A.

Library Automation: A Measure of Attitude.

Pub Date-30 Jan 78
Note-43p.; Specialist in Librarianship, University of Wyoming
Pub Type- Dissertations/Thesis (040)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Attitude Tests, *Library Automation, *Library Schools, Questionnaires, Rating Scales, *Semantic Differential, Statistical Analysis, *Student Attitudes

Findings of the study described in this report indicate that the attitudes of library school students toward library automation were not changed significantly by a semester of relevant coursework. It has been hypothesized that these students would have a somewhat negative attitude toward automation, but that through relevant course instruction their attitude would become more positive. The control group a class in children's literature and the experimental group a class in library automation were given a pre-test at the beginning and a post test at the end of the semester. It was expected that exposure to library automation in the experimental group would significantly alter post-test response. The Semantic Differential (SD) test of Ford and Young, with some modification, was used to assess attitude. Attitudes of the students as measured by the 15-concept, 20-item, bipolar scale semantic differential test were shown to be only slightly positive. No significant change, positive or negative, was shown by a re test after the duration of a semester. Included are statistical data tables, t-test scores, a sample questionnaire, and mean scores by concept. (CWM)

ED 168 653 JC 790 236

Fast, Casey

Educational Marketing Methods at Lane Community College.

Pub Date-5 Mar 79
Note-16p.; Paper presented at the Coping with Decline Conference (St. Louis, Missouri, March 5, 1979)
Pub Type- Opinion Papers (120) - Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Community Colleges, Courses, *Junior Colleges, *Marketing, *Mathematics, *Publicize, Public Relations, *Student Recruitment, Teacher Role

Peter Drucker defined marketing as the promotion of a product or service from its inception through every step of its evolution and distribution until it reaches the satisfied customer.'' Inherent in this definition are the four components of marketing: pricing, product, place, and promotion. The product itself is the most important element and the price the least important in relation to getting the customer to buy it; i.e., people will buy quality no matter the price. Believing themselves to have a good product at a reasonable price, members of the mathematics department at Lane Community College (Oregon) employed educational marketing methods to increase course enrollment. Four objectives emerged in the promotion of the mathematics program: (1) to create comfortable, attractive class and study areas; (2) to stage quarterly events'' at registration which would alleviate standing-in-line boredom and provide genuine caring, humanistic help to confused math students; (3) to get quarterly, positive media coverage that would change the image of the math department from threatening to friendly; and (4) to develop new courses to draw new students. Additionally, the philosophy was adopted that one must create, act, risk, and enjoy to obtain success. One example of the department's activities was the funeral for the English system of measurement during National Metric Week. (MB)

ED 168 766 RC 011 244

Svensson, Frances

The Ethnics in American Politics: American Indians. Critical Issues in Political Science.

Pub Date-73
Note-53p.
Available from-Burgess Publishing Co., 7108 Olms Lane, Minneapolis, Minn. 55435 ($2.25)
Pub Type- Opinion Paper. (120) - Historical Materials (060)

Document Not Available from EDRS.

Descriptors-*American Indians, Attitudes, Cultural Pluralism, *Culture Conflict, Federal Legislation, Federal Programs, *Government Role, Land Acquisition, Policy Formation, Political Influences, *Politics, Racial Attitudes, *Self Determination, Treaties, Tribes
Identifiers-Federal Indian Relationship, National Congress of American Indians, Public Law 280, Red Power, Termination, *Tribal Sovereignty

The cornerstones of the Indian perspective on their relationship to American government and society lie in the fact that the Indians are the aboriginal owners of the New World and that their formal association with the U.S. is based on formal treaties. Indian tribes consider themselves as separate and sovereign nations. In early American history, their status was so recognized. Through treaties, the embryonic U.S. offered fair treatment in recognition of Indian independence and equality of military potential. Later came the assaults on Indian autonomy. In 1831 the Supreme Court definition of Indians as ``domestic, dependent nations'' accelerated attacks by both Federal and state governments on Indian rights, many of which were cloaked in the guise of assisting Indian people to make a better adjustment to interaction with non-Indians. In ensuing years tribal governments were destroyed, lands lost, and cultures threatened. However, in 1924 Indians were granted citizenship and gained the right to vote. The Indian Reorganization Act of 1934 began steps toward self-determination. As Indians from all tribes joined together to form political groups, the growth of Pan-Indianism spread. ``Red Power'' emerged in the late 1960's as Indian people responded politically with organization of issue-oriented action groups, political mobilization, and militance. Today they are working together to define a political system where they can be free to pursue their dream of tribal self-determination. (DS)

ED 168 848 SE 026 926

Mathematical Problem Solving Project - Using Tables.
Indiana Univ., Bloomington. Mathematics Education Development Center.
Spons Agency-National Science Foundation, Washington, D.C.
Pub Date-May 77
Grant-NSF-PES-74-15045
Note-163p.; For related documents, see SE 026 911-934
Pub Type- Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC07 Plus Postage.
Descriptors-Elementary Education, *Elementary School Mathematics, *Instruction, *Mathematics Education, *Problem Sets, *Problem Solving, *Teaching Techniques
Identifiers-*Mathematical Problem Solving Project

This problem deck contains over 150 problems related to the module Using Tables to Solve Problems.'' The problems are presented at five levels of difficulty and contain four basic types of two-dimensional tables: (1) constant sum; (2) constant differences; (3) constant quotient or ratio; and (4) constant product. (MP)

ED 168 368 FL 010 303

Frank, Francine Wattman

Sexism, Grammatical Gender, and Social Change.

Pub Date-78
Note-38p.; Paper presented at the World Conference of Sociology (9th, Uppsala, Sweden, August 14-19, 1978); Some pages may not reproduce clearly due to print quality
Pub Type- Speeches/Meeting Papers (150) - Reports - Research (143)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-English, Feminism, French, Grammar, Indo European Languages, *Language Patterns, *Language Research, *Language Role, Language Usage, Morphology (Languages), Occupations, Phonology, Russian, *Sex Discrimination, *Sex Fairness, *Sex Role, Sex Stereotypes, Social Attitudes, Social Change, Social Values, Sociolinguistics, Spanish
Identifiers-*Sexism, *Sexist Language

This paper examines the proposition that languages may differ in their potential for non-sexist usage, and that the structure of a language, in particular the gender system, affects the nature of the linguistic response to changing social attitudes regarding sex roles. A brief historical survey of gender and sex-marking is followed by a review of the situation in several languages including contemporary English. It is concluded that the structure of a language is one factor influencing the rate of linguistic change in response to social change and that, while the sex-based system of English does not present a serious obstacle to language change, the grammatical gender of some languages may constitute an impediment to change. It is also hypothesized that, as pressures for social change make speakers aware of the sexist implications of the gender system, the purely grammatical and the sex-based criteria will come into conflict, introducing instability into the system. Data from several languages are presented indicating the presence of such instability, especially in words denoting professions and other social roles, and some tentative predictions are made regarding future developments. (Author/AMH)

ED 168 387 HE 010 967

Becker, Willi

Barriers to Higher Education in the Federal Republic of Germany.

International Council for Educational Development, New York, N.Y.
Spons Agency-Volkswagen Foundation, Hanover (West Germany).
Pub Date-77
Note-40p.; For related documents, see HE 010 920-921, HE 010 933, HE 010 935
Available from-Interbook, Inc. 13 E. 16th St., New York, NY 10003
Pub Type- Reports - Descriptive (141)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-*Access to Education, *College Admission, Comparative Education, Constitutional Law, Demography, Educational Change, *Educational Demand, Educational Supply, Employment Opportunities, Enrollment Trends, *Equal Education, Federal Government, Federal Legislation, *Foreign Countries, Governance, Government School Relationship, *Higher Education, Legal Problems
Identifiers-*Germany

A study on access to higher education in Germany was written as part of a larger study on access and admission in that country and the United States. The complex dimensions of the access situation in Germany are set forth, along with the many factors that have produced crisis: demographic trends, reforms in secondary education, legal and constitutional considerations, and employment expectations of graduates. The history and administration of admission to higher education in Germany are described, and changes in current laws governing access and admission are examined. (MSE)

ED 168 462 IR 006 856

Individualized Instruction for Data Access (IIDA). Quarterly Report No. 1, June, 1978.

Drexel Univ., Philadelphia, Pa. Graduate School of Library Science.; Franklin Inst. Research Labs., Philadelphia, Pa.
Spons Agency-National Science Foundation, Washington, D.C.
Pub Date-Jun 78
Grant-NSF-DSI-77-26524
Note-83p.; For related document, see ED 145 826
Pub Type- Reports - Descriptive (141)
EDRS Price - MF01/PC04 Plus Postage.
Descriptors *Computer Assisted Instruction, *Computer Programs, Computers, Data Bases, *Information Retrieval, Information Systems, Models, *Program Design, Relevance (Information Retrieval), *Search Strategies, Systems Analysis
Identifiers-*Individualized Instruction for Data Access

This report provides a brief general summary of progress in a 2-year project renewing earlier work on the development of Individualized Instruction for Data Access (IIDA) a system for teaching online searching techniques for bibliographic data bases as well as an in-depth report on the IIDA computer system design. The Connector for Networked Information Transfer (CONIT), from which the IIDA project has borrowed software, is briefly reviewed and the specific CONIT software used by IIDA is examined. The overall flow and a detailed description of the IIDA software are discussed. The report also examines the data structures, including specific contents and routines, and diagnostic programs, used to analyze the search in progress. Exercise and assistance mode, which provide the student instruction in the use of DIALOG through exercises controlled to varying degrees by the computer, and plans for computer program production are outlined. Appendices include context strings in IIDA and a list of IIDA special features. (CWM)

ED 168 594 IR 007 156

Plan for a National Documentation, Information and Library System for Jamaica.

National Council on Libraries, Archives and Documentation Services, Kingston (Jamaica).
Pub Date-78
Note-96p.
Pub Type- Reports - Descriptive (141)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-Data Bases, Financial Support, Government Libraries, *Information Systems, Legislation, Library Automation, Library Expenditures, Library Services, Library Standards, Manpower Needs, *National Programs, Professional Associations, Public Libraries, School Libraries, Special Libraries
Identifiers-*Jamaica

This document presents the proposals of ten working parties, each dealing with a particular type of library or a major topic of current concern, which were set up in 1977 to aid the Jamaica National Council on Libraries, Archives, and Documentation Services in the formulation of a plan for a national documentation, information, and library system. Areas addressed in the plan include national information policy, the national coordinating body, legislation, the National Library of Jamaica, Jamaica Archives and Records Centre, Jamaica Movement for the Advancement of Literacy (JAMAL Foundation), the Jamaica Library Service, teachers' college libraries, government and special libraries, University of the West Indies Libraries (Mona), national organizational framework, manpower resources, professional associations, standards, universal bibliographic control, automation and data banks, publishing and production of books and audiovisual materials, financial aid and external aid, and regional and international cooperation. Appendices provide organizational charts and collections and expenditure data for 1975-76. (JD)

ED 168 634 JC 790 215

McIntyre, Chuck

Community College Long-Term Finance Plan. Agenda Item 1.

California Community Colleges, Sacramento.

Pub Date-26 Apr 79

Note-64p.; Report presented at the meeting of the Board of Governors of the California Community Colleges (Los Angeles, California, April 26-27, 1979); Parts may not reproduce clearly due to light print

Pub Type- Reports - Evaluative (142) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors-Board of Education Policy, Budgeting, Community Colleges, *Educational Accountability, *Educational Finance, Educational Objectives, Educational Planning, Educational Resources, *Financial Policy, Financial Support, Fund Raising, Governance, *Junior Colleges, School Calendars, School Size, State School District Relationship, *Statewide Planning, Tuition

Identifiers-*California

A proposed California community college long-term finance plan is presented, which outlines finance principles in the areas of accountability, resources, sources of support, and support techniques. A planning and accountability process is proposed to meet existing state-level concerns for accountability while maintaining local decision-making and providing districts with a useful planning tool. It is proposed that use of tuition be rejected and that existing fees be maintained, but adjusted for individuals' ability to pay. Other major recommendations include (1) liberalization of restrictions on the interdistrict attendance of students; (2) extending the results of the flexible calendar pilot to all districts; and (3) revising the timing of budget planning so that it fits more effectively with legal requirements for hiring and layoff of staff. Appendices contain a list of finance task force and study group members, a general description of the various components of the planning and accountability process, recommendations for calendar and course scheduling, discussion of optimum college size, and reviews of interdistrict attendance and student fees. (Author/MB)

ED 168 748 RC 011 120

Tribal Directory, 1978. Arizona Commission of Indian Affairs.
Arizona Commission of Indian Affairs, Phoenix.
Pub Date-78
Note-75p.; Not available in hardcopy due to small print size; For related document see ED 128 149
Pub Type- Reference Materials - Directories/Catalogs (132)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-Agencies, *American Indians, Demography, Education, Employment, Health, Legal Aid, *Organizations (Groups), Public Relations, *Reservations (Indian), *Social Services, *Tribes, Welfare
Identifiers-*Arizona, Bureau of Indian Affairs

Correct as of June 30, 1978, the 18th annual Arizona Tribal Directory is loosely organized in 3 broad categories reservations, services, and Indian organizations and contains listings relative to the Arizona Indian reservations and federal, state, and other agencies, departments, and committees which provide services to them Reservation population and acreage figures are included. The listings for the 19 reservations include office information; tribal officers, council members, managers, and directors; meeting schedules; and election data. Governmental agencies, departments, and committees are organized by the type of service provided: Bureau of Indian Affairs (BIA), education, employment, health, law and order, public relations (press contacts), welfare, and miscellaneous. BIA Area Officers, Directors, Agencies, and Assistant Area Directors are listed for the Phoenix and Navajo Areas. The other service agency listings note the chief Indian associations, their boards of directors or officers, members, purpose, and meeting schedule. (SB)

Wigginton, Eliot, Ed.
Foxfire 3: Animal Care, Banjos and Dulcimers, Hide Tanning, Summer and Fall Wild Plant Foods, Butter Churns, Ginseng, and Still More Affairs of Plain Living.
Pub Date-75
Note-511p.; Related documents are ED 058 987; ED 075 147; RC 011 264
Available from-Anchor Press/Doubleday, Garden City, New York 11530 ($5.95)
Pub Type- Historical Materials (060) - Reports - Descriptive (141) - Books (010)
Document Not Available from EDRS.
Descriptors-*Community Study, *Cultural Background, Cultural Factors, Economically Disadvantaged, English Education, Experiential Learning, *Folk Culture, Food, Handicrafts, High School Students, Journalism, Life Style, Living Standards, Older Adults, *Outdoor Education, Photographs, Quality of Life, *Rural Areas, Social Factors, *Student Developed Materials, Values
Identifiers-*Appalachia, Cultural Journalism

A window into the customs, folklore, and cultural heritage of Appalachia is provided in this volume, the third in the series of "Foxfire" books. Compiled by high school students at Rabun Gap-Nacoochee school, it is based on personal interviews with long-time residents of Appalachian Georgia. In many cases the material is in the words of the resident. Both photographs and diagrams supplement the written material. A number of "how tos" are featured, including how to make banjos and dulcimers, butter churns, a smokehouse, cornshuck mops, dolls and hats, broomcorn brooms, drinking gourds, and gourd houses for purple martins. A recipe for moonshine whiskey is included in the reminiscences of an 82 year old moonshiner. Another chapter deals with harvesting ginseng and the uses for the precious root. A wide variety of summer and fall wild plant foods are discussed and recipes for preparing them are presented. Other chapters explore tanning hides, raising cattle, building a lumber kiln, caring for animals, and making apple butter and sorghum molasses. A few chapters focus on the people themselves and present a picture of past mountain ways. An introduction by Eliot Wigginton describes the growth, philosophy, and accomplishments of the Foxfire program, an experiential education project that takes students out of the classroom and into the community. A list in the appendix provides the names of the students and community contacts who produced this book as well as the names and addresses of other high school groups related to the Foxfire movement. (DS)

ED 168 800 RC 011 287

Rural Schools Prototype Analysis. Volume II: Methodology. An Example Process of Identifying Determinants, Selecting Options, & Developing Schematic Designs.
Construction Systems Management, Inc., Anchorage, Alaska.
Spons Agency-Alaska State Dept. of Transportation and Public Facilities, Anchorage.
Pub Date-1 Aug 78
Note-97p.; Parts may not reproduce clearly
Pub Type- Guides - Non-Classroom (055)
EDRS Price - MF01/PC04 Plus Postage.
Descriptors-Architectural Programing, *Building Design, Educational Facilities, *Educational Specifications, Facility Guidelines, Facility Planning, *Methods, *Physical Design Needs, Rural Education, *Rural Schools, School Design, Secondary Schools, Site Analysis, *Small Schools
Identifiers-*Alaska, Architectural Planning, Schematic Designs

Volume II of a 3-volume report demonstrates the use of Design Determinants and Options (presented in Volume I) in the planning and design of small rural Alaskan secondary schools. Section 1, a checklist for gathering site-specific information to be used as a data base for facility design, is organized in the same format as Volume I, which can be used as a reference. Section 2 demonstrates the 3-phase design process for a school in a fictitious Alaskan village: (1) Design Determinant Identification indicates the format and type of information required to program the facility; (2) Design Option Selection demonstrates the process of selecting and justifying various alternative systems (such as for the roof or foundation), using the checklist information gathered in phase 1 as a data base; and (3) Schematic Design includes a written description of design retionale as well as schematic drawings of the projected facility and site. The fictitious school used in the example has a construction budget of $1,250,000 and would serve 17 students with a staff of 1 1/2 teachers; the building would be used a great deal after school hours by the community, which is located in a transitional climatic zone and experiences yearly flooding. (SB)

ED 168 822 SE 026 867

Delvecchio, Fred Brutsch, Gloria

Math Problems for Water Quality Control Personnel, Student Workbook. Second Edition.

Clemson Univ., S.C. Coll. of Engineering.; Clemson Univ., S. C. Dept. of Environmental Systems Engineering.

Pub Date-77

Note-85p.; For related document, see SE 026 868

Pub Type- Guides - Non-Classroom (055)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors-*Instructional Materials, *Job Skills, Mathematical Applications, *Mathematics, *Postsecondary Education, *Water Pollution Control

Identifiers-*Waste Water Treatment, Water Quality, *Water Treatment

This document is the student workbook for a course in mathematics for water quality control personnel. This version contains complete problems, answers and references. Problems are arranged alphabetically by treatment process. Charts, graphs, and drawings represent data forms an operator might see in a plant containing information necessary for performing the calculations required. Treatment processes covered include: (1) an aerobic digestion; (2) effluent disposal; (3) grit removal; (4) primary sedimentation; (5) sand filtration; (6) sedimentation; and (7) trickling filter. (CS)

ED 168 823 SE 026 868

ED 168 304 FL 010 114

Cowart, Wayne

Fusions as a Source of Information on Higher-Order Influences Upon Speech Perception. CUNYForum, No. 4, 1978.

City Univ. of New York, N.Y. Graduate School and Univ. Center. Program in Linguistics.

Spons Agency-National Institutes of Health (DHEW), Bethesda, Md.
Pub Date-78
Grant-NIH-71-2420
Note-46p.
Pub Type- Journal Articles (080) - Reports - Research (143)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Auditory Perception, *Linguistic Theory, *Perception, *Phonemics, *Phonology, *Psycholinguistics, Semantics, *Speech, Syntax, Visual Perception
Identifiers-*Perceptual Fusions

This paper suggests that some features of the syntactic and semantic structure of sentences sometimes influence the phonemic analyses assigned to stretches of speech by the perceptual system. It is argued that the role of higher-order levels of linguistic analysis in speech perception can be productively studied. Theoretical issues appropriate for such study are outlined; the discussion centers on fusion phenomena occurring in speech perception, i.e. when the simultaneous presentation of two or more disparate stimuli causes an observer to perceive some third stimulus different from either of those actually presented. Pilot research confirming the existence of phonological process fusions is reported; these are suggested by existing fusion phenomena, but have not been previously observed. Among the general conclusions is the view that the speech perception system can exploit specifically phonological knowledge and that lexical knowledge appears to play some role in speech perception. Tabular material is appended. (EJS)

ED 168 348 FL 010 201

Russian: A Guide to the Spoken Language.
Department of Defense, Washington, D.C.
Report No.-TM-30-344
Pub Date-75
Note-79p.; Not available in hard copy due to small print
Available from-Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (Stock No. 008-020-00503-1; $1.05)
Language-English; Russian
Pub Type- Guides - Classroom - Learner (051) - Collected Works - Serials (022)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-*Autoinstructional Aids, *Communicative Competence (Languages), Conversational Language Courses, *Language Guides, Language Instruction, *Language Skills, *Pronunciation Instruction, *Russian, *Second Language Learning, Speech Communication, Standard Spoken Usage, Travel, *Vocabulary Development

This Russian language guide is of assistance in carrying on simple conversations in Russian and is used in conjunction with records. Russian ranks after Chinese and English as the third most widespread language in the world. All the words and phrases are written in a simplified spelling which is read like English. Useful words and phrases include greetings and general phrases, location, directions, numbers, asking for things, money, time, and other useful phrases. Additional expressions are included which the learner will be able to pronounce without hearing them. The learner will also be able to form sentences of his own by using the section called ``fill-in sentences.'' Important signs that the learner/tourist will want to recognize and an alphabetical word list are included. (SW)

ED 168 532 IR 007 046

Stetten, Kenneth J. McElhaney, William E.

The Columbus, Ohio, Experiment with Advanced Telebook Systems.

Mitre Corp., McLean, Va.
Spons Agency-Library of Congress, Washington, D.C.
Report No.-M-78-77
Pub Date-Jun 78
Contract-LC-A-75-101
Note-151p.; Parts marginally legible due to print quality
Pub Type- Reports - Evaluative (142)
EDRS Price - MF01/PC07 Plus Postage.
Descriptors-Audiotape Recordings, *Blind, *Handicapped, Magnetic Tape Cassettes, Program Descriptions, Questionnaires, *Radio, *Recreational Reading, Special Services, *Talking Books
Identifiers-*Telebook

This is the Final report of a 3-year, 3-phase experiment on the Telebook service, which is a system for delivering the recorded voice of Talking Books directly and electronically to the homes of blind and handicapped persons upon their request at any time of the day or night. The purpose of the third phase was to determine the long-term feasibility of Telebook service, with special emphasis on the question of long-term costs, user and institutional acceptability, and technical performance. The service was offered to all qualified readers in Columbus (Franklin County), Ohio, over a period of nine months, from October 1977 to June 1978. A series of technical measurements was performed to determine comparative, quantitative parameters of audio quality for the semi-automatic and automatic Telebook systems used by readers. A list of 24 recommendations from this study are presented for those who might be involved in planning future replications of Telebook. Appendices include (1) descriptions of both automatic and semi-automatic Telebook systems with operating and maintenance instructions; (2) Telebook staff job descriptions; (3) reader's introduction to Telebook operation; (4) reader recruitment letter; (5) Library of Congress reader survey questionnaire; (6) press conference material; (7) Federal Communications Commission order regarding frequency constraints for cable television systems (excerpt); and (8) agreement in principle between Columbus cable corporations and The MITRE Corporation. (Author/CMV)

ED 168 552 IR 007 086

Mitchell, William J.

Teaching Computer Aided Architectural Design at UCLA.

Pub Date-Jul 77

Note-8p.; Paper presented at the Computer Aided Design Education International Conference and Exhibition (Middlesbrough, England, July 13-15, 1977); Not available in hard copy due to print quality of the original document

Pub Type- Reports - Descriptive (141) - Speeches/Meeting Papers (150)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-*Architectural Education, *Computer Assisted Instruction, Course Objectives, *Curriculum Design, Educational Problems, Instructional Materials, Instructional Staff, Programing Languages, Teaching Methods, Textbooks

Identifiers-*University of California Los Angeles

This brief overview includes a rationale for the program and describes course goals and objectives, curriculum content, teaching methods and materials, staffing, and problems of integrating computer aided design with traditional architectural curricula at the School of Architecture and Urban Planning at UCLA. A list of texts for use in teaching computer aided architectural design is appended. (CMV)

ED 168 573 IR 007 114

Cole, Jack E. And Others

A Review of International Telecommunications Industry Issues, Structure, and Regulatory Problems.

Office of Telecommunications (DOC), Washington, D.C.
Report No.-OT-SP-77-16
Pub Date-Jun 77
Note-151p.; For related document, see IR 007 106
Available from-Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (Stock No. 003-000-00522-4)
Pub Type- Information Analysis (070) ()
EDRS Price - MF01/PC07 Plus Postage.
Descriptors-Broadcast Industry, *Communication Satellites, Delivery Systems, *Federal Legislation, *Federal Regulation, International Relations, *Mass Media, *Telecommunication, Telephone Communications Industry

Industry structure studies prior to 1968 are briefly reviewed, and an overview of industrial and technological developments up to the present is provided through synopses of more recent studies. Areas covered include overseas telephone and record carriers; the creation of the Communications Satellite Corporation; the current regulatory and oversight environment, which includes statutory background, the FCC regulatory process, and the executive office role; current problems existing within the present institutional arrangements; alternative industry arrangements for providing international telecommunications services; and regulatory and governmental changes with impacts on industry structure. The report closes with a summary of conclusions and recommendations for possible structural, regulatory, and legislative changes for the international telecommunications industry. (RAO)

ED 168 693 PS 010 457

Baer, Neal A.

The Dynamics of Work and Play: An Historical Analysis and Future Implications.

Pub Date-Feb 79

Note-25p.

Pub Type- Historical Materials (060)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Changing Attitudes, *Classroom Environment, Classroom Techniques, *Early Childhood Education, *Elementary Secondary Education, Instructional Innovation, *Learning, Permissive Environment, *Play, Social Attitudes, *Social Values, Theories

This paper traces selected sociological, anthropological and psychological interpretations of work and play and their implications for classroom practice. Conflict theorists' views of the impact of industrialization on the family and the school and the increasing separation of the worlds of play and work are counterposed to functionalist models of schooling as social integration and socialization. Research which tests the theory of education as social reproduction of class differences is discussed. The emergent role of specialists in the helping professions and their reform of educational practice, core ideas of neo-Freudian perspectives, and anthropological theory and research on play and schooling are briefly reviewed. It is noted that while the dynamics of work and play in the classroom remain largely unexplored, the traditional dichotomy between work and play is unsound. An instructional sequence of play, work and more play, which begins in loosely structured, highly motivating messing around, moves to disciplined, directed and productive work and flows into playful, creative release, is advocated. (RH)

ED 168 712 PS 010 480

Fox, Ronald B. And Others

Effects of Peer-Rated Coping and Teacher Structure on Achievement.

Spons Agency-National Inst. of Education (DHEW), Washington, D.C.

Pub Date-Aug 78

Note-13p.; Paper presented at the Annual Meeting of the American Psychological Association (86th, Toronto, Canada, August 28-September 1, 1978)

Pub Type- Speeches/Meeting Papers (150) - Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Academic Achievement, Achievement Gains, Classroom Environment, *Coping, Elementary Education, *Elementary School Students, *Elementary School Teachers, Interaction Process Analysis, *Longitudinal Studies, *Peer Evaluation, Semantic Differential, *Teacher Behavior

Identifiers-*Texas (Austin)

A total of 1657 sixth grade pupils in 53 randomly integrated tri-ethnic classes, and their teachers, participated in a 1-year longitudinal study investigating the effects of peer-rated coping and teacher classroom structure on achievement. The subjects were given initial achievement and peer-rated general coping measures and a post achievement measure. The teachers were rated on Ryan's Classroom Observation Record, a measure of teacher classroom behaviors, from four to seven times during the year. Achievement gain for pupils was found to vary strongly with coping skill only for those initially high in achievement. Highly organized teachers could help low initial achievement, high coping students, and disorganized teachers could have a negative effect on low coping, high initial achievement pupils with respect to achievement gain. (Author/BH)

ED 168 849 SE 026 927

Webb, Norman L. And Others

Mathematical Problem Solving Project Technical Report IV: Developmental Activities Related to Summative Evaluation (1975-1976). Final Report.

Indiana Univ., Bloomington. Mathematics Education Development Center.
Spons Agency-National Science Foundation, Washington, D.C.
Pub Date-May 77
Grant-NSF-PES-74-15045
Note-37p.; For related documents, see SE 026 911-934; Contains occasional light and broken type
Pub Type- Reports - Research (143)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*Educational Research, Elementary Education, *Elementary School Mathematics, Evaluation, *Mathematics Education, *Problem Solving, *Summative Evaluation, *Tests
Identifiers-*Mathematical Problem Solving Project, Research Reports

Four instruments were selected or developed for the summative evaluation of the Mathematical Problem Solving Project and pilot tested. The instruments were: (1) Student Attitude Questionnaire (SAQ), developed and validated by the MPSP evaluation staff; (2) problems selected from the National Longitudinal Study of Mathematics Achievement (NLSMA); (3) the problem-solving subtest of the Stanford Achievement Test (SAT); and (4) Problem Solving Survey (PSS), developed by the MPSP evaluation staff. A detailed report on the choice, development, and analysis of the instruments is included. (MP)

ED 168 328 FL 010 162

Santos, Rolando A.

A Special Christmas (Ang Pinakatanging Pasko; Naisangsangayan A Paskua).

Los Angeles Unified School District, Calif.

Pub Date-77

Note-25p.; For related document, see FL 010 165

Available from-Publications Unit, Los Angeles Unified School District, 450 N. Grand, Rm. G230, Los Angeles, California 90012

Language-Tagalog; Ilokano; English

Pub Type- Guides - Classroom - Learner (051) - Creative Works (030)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Bilingual Education, Cultural Awareness, Elementary Education, *Filipino Americans, *Instructional Materials, *Language Instruction, *Reading Instruction, *Reading Materials, *Second Language Learning, *Tagalog, Uncommonly Taught Languages

Identifiers-Ilokano, *KEYS Project, Knowledge of English Yields Success Project, Philippines

This trilingual-bicultural reader in Pilipino (Tagalog), Ilokano, and English is intended for elementary school children in a bilingual education setting. Pen-and-ink drawings illustrate the story of a Filipino-American family celebrating Christmas. (NCR)

ED 168 443 HE 011 165

Who Pays the Price? Brief to the Ontario Council on University Affairs.
Council of Ontario Universities, Toronto. Committee on Operating Grants.
Pub Date-Mar 79
Note-74p.; Tables may be marginally legible due to small type
Available from-Council of Ontario Universities, 130 St. George Street, Suite 8039, Toronto, Ontario M5S 2T4, Canada
Pub Type- Reports - Descriptive (141)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-*Budgeting, College Administration, *Educational Finance, Enrollment, *Federal Aid, Financial Policy, Financial Support, *Foreign Countries, Government School Relationship, *Higher Education, Inflation (Economics), Models, School Funds, Teacher Salaries
Identifiers-Canada, *Council of Ontario Universities, *Ontario Council on University Affairs

The 1979 brief on operating support to the Ontario Council on University Affairs (OCUA) is presented. Section One presents an analysis of the revenue implications of the announced level of government funding for 1979-80 and measures this against the advice proffered by both the Council of Ontario Universities (COU) and the OCUA. Section Two sets out recommendations of the COU to OCUA on the factors to be used in its global funding model for 1980-81. Section Three addresses the implications of the extension of the government's program of fiscal restraint to 1983-84. Specific contents include: background information on funding; the impact of inflation on salaries; the increasing cost of benefits; non-salary inflation; furniture and equipment; projected enrollment variation; establishing the funding base for 1980-81; factors used in the calculation of the funding base; and cost of the COU basic funding recommendations. (SW)

ED 168 487 IR 006 976

Colpitts, D. Corinne

Life Sciences and Allied Fields: Indexes and Abstracts, Book Review Indexes, Serials Bibliographies, Translations. Bibliographic Series No. 32.

Arkansas Univ., Fayetteville. Mullins Library.

Pub Date-78

Note-21p.

Pub Type- Reference Materials - Bibliographies (131) - Collected Works - Serials (022)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Bibliographies, *Biological Sciences, Book Reviews, *Library Materials, *Reference Materials, Serials, University Libraries

The information sources for the life sciences and allied fields listed were selected from the holdings of the Arkansas University library. Citations include indexes and abstracts dealing with national and international literature in medicine, the biological sciences, environmental science, veterinary medicine, agriculture, botany, and zoology, as well as several information sources for periodical title abbreviations, book review indexes, serial bibliographies, and translation materials. All items give library holdings and call number. (MBR)

ED 168 511 IR 007 007

Pesaitis, Patricia Hays, Judith A.
Library Resources in Gerontology: Periodicals; Indexes, and Abstracts. University Gerontology Center Information Report No. 2.
Wichita State Univ., Kans.
Pub Date-Sep 78
Note-63p.; Not available in hard copy due to marginal legibility; University Gerontology Center Information Report
Pub Type- Guides - Non-Classroom (055)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-Abstracts, *Gerontology, Indexes (Locaters), *Library Guides, *Library Materials, On Line Systems, Periodicals

Periodicals, indexes, and abstracts important to the interdisciplinary fields of gerontology and geriatrics which are currently available at the Wichita State University are discussed. The section on periodicals includes a discussion of why they are useful as an information source, along with a short description of the scope of 18 journals. The section on how to use indexes and abstracts includes discussion of coverage, focus, relevant subject index terms, arrangement, and short review exercises on 15 of these sources from the fields of anthropology, social work, medicine, psychology, education, and sociology. Four general indexes are also described, and brief notes are included on computerized data bank searches and interlibrary loan. (MBR)

ED 168 616 JC 790 188

Miller, LaVerne W.

General Education ''Dream of Coherence.''

Pub Date-22 May 78
Note-63p.; Paper presented at the Forum on Future Purposes, Content, and Formats for the General Education of Community College Students (Montgomery College, Maryland, May 22, 1978)
Pub Type- Speeches/Meeting Papers (150) - Information Analysis (070) - Opinion Papers (120)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-Affective Objectives, Cognitive Objectives, College Role, Community Colleges, *Educational Change, *Educational Objectives, Educational Philosophy, Educational Responsibility, *General Education, *Junior Colleges, Junior College Students, *Liberal Arts, Nontraditional Students, Teaching Methods

Originally general education was a reaction against over-specialization and academic compartmentalization arising from the specialized degree structure a reaction which stressed the need for a common experience for all students and emphasized the heritage of Western civilization. Early authors on the topic sought to define general education and liberal arts, and to assess its outcomes and the various approaches to instruction. Later authors were more concerned with its failures and predicted its forthcoming demise. Recent attempts to revive general education have tried to redefine the core of common experience which all students should share, and to introduce a focus on the present and future. While recognizing the diversity among students, this redefinition establishes universal goals students must be able to think analytically and critically, to solve problems, and to communicate through a variety of media. The general education teacher, in achieving these goals, must try a variety of instructional approaches, recognizing the problems inherent in repeatedly using a method that appeals to only one group or that stresses only one cognitive style. A state-of-the-art look at general education should consider the areas of study that now comprise the field, the structure of learning within it, content-related tools of technology, the commitment of community colleges, and the new community college students and their objectives and educational choices. (AYC)

ED 168 673 PS 010 194

Bennett, Suzanne Weinberg, Bernd

Sexual Characteristics of Preadolescent Children's Voices.

Pub Date-Nov 77

Note-6p.; Paper presented at the American Speech and Hearing Association Convention (Chicago, Illinois, November, 1977); Paper is based on a doctoral dissertation completed by Suzanne Bennett, Purdue University, 1977

Pub Type- Speeches/Meeting Papers (150) - Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Auditory Perception, *Children, *Nonverbal Communication, *Sex Differences, *Speech Communication

This paper reports an investigation of gender-indicating acoustic properties of the vocalizations of 73 six- and seven-year-old speakers. Tape recorded samples of these children's isolated vowel and sentence productions were presented in four listening sessions. One hundred and sixteen young adult (age 17-24) female listeners made gender judgments based on four utterance types: phonated and whispered/ae/vowels, and a normally-spoken and a monotonously-spoken nine-syllable sentence. Data were analyzed by means of a three-variable (utterance type, speaker sex, and listener trial) partially-repeated-measures analysis of variance. Among the findings, analysis indicated significant main effects for utterance type and speaker sex, and a significant interaction between these two variables. The presence of monotonicity increased the likelihood that a child would be assigned to the male category, but high listener accuracy in both sentence conditions suggests that intonation patterns did not provide primary cues to sexual identity. (Author/RH)

ED 168 731 PS 010 548

Galper, Miriam

Co-Parenting: Sharing Your Child Equally. A Source Book for the Separated or Divorced Family.

Pub Date-78
Note-158p.
Available from-Running Press, 38 South Nineteenth Street, Philadelphia, Pennsylvania 19103 (Paper, $4.95, plus $0.25 postage)
Pub Type- Books (010) - Opinion Papers (120)

Document Not Available from EDRS.

Descriptors-*Child Rearing, *Divorce, Emotional Adjustment, Family Problems, *Family Relationship, Fathers, Mothers, *One Parent Family, *Parent Child Relationship, Parent Counseling, Parent Education, *Parent Responsibility, Parent Role
Identifiers-Child Custody, *Coparenting, Support Groups

This source book introduces perspectives and skills which can contribute to successful "co-parenting" (joint custody, joint parenting, co-custody or shared custody) of preadolescent children after parents are separated or divorced. Chapter One introduces the concept of co-parenting. Chapter Two advances an approach to developing flexible co-parenting schedules for the establishment of basic child care routines and provides tips for dealing with the ordinary but unanticipated demands of living with children. Chapter Three focuses on the problematic aspects of constructing a new kind of relationship with one's ex-spouse. In Chapter Four, the effects of situational instability and parental ambivalence on the child and the general issue of the child's adjustment are discussed. Professional perspectives related to co-parenting are assessed in Chapter Five. Difficulties of co-parenting, such as adjusting to the intermittent absence of the child, are indicated in Chapter Six. Chapter Seven describes a co-parent support group. In the final chapter, the author presents an interview with her ex-husband in which both explore their experience of co-parenting. (RH)

ED 168 406 HE 011 099

Ray, Gordon N.
Trends in the Availability of Senior Fellowships in the United States, 1968-1977.
John Simon Guggenheim Memorial Foundation, New York, N.Y.
Pub Date-Aug 78
Note-24p.; A preprint of the Report of the President, 1977
Pub Type- Reports - Research (143) - Numerical/Quantitative Data (110) - Information Analysis (070)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Faculty Fellowships, Federal Aid, Federal Government, *Fellowships, *Grants, Higher Education, Nonprofit Organizations, *Post Doctoral Education, Private Financial Support
Identifiers-Guggenheim Foundation NY, Philanthropic Foundations

Information is presented on senior fellowships awarded in the United States from 1968 to 1977. Applicants for Guggenheim fellowships were asked to provide information on the applications they made to other fellowship programs in order to identify the major senior fellowship programs. The definition of ``senior'' was more than five years beyond the Ph.D. or over 35 years of age. After the other fellowship programs were identified, the program directors were asked to provide, year by year since 1968, statistics concerning the number of grants made, the amount of money awarded, and the number of applications received. The replies are summarized under three headings: senior fellowships awarded by private foundations and learned societies, senior fellowships awarded

ED 168 424 HE 011 129

Bonham, George W. And Others

The Future of Foundations: Some Reconsiderations.

Pub Date-78

Note-79p.; Part 2 of this book has also been published in the 1976-77 annual report of the Russell Sage Foundation

Available from-Change Magazine Press, NBW Tower, New Rochelle, NY 10801 ($6.95)

Pub Type- Books (010) - Opinion Papers (120) - Historical Materials (060)

Document Not Available from EDRS.

Descriptors-*Agency Role, Government Role, Higher Education, *Nonprofit Organizations, Political Issues, Private Agencies, *Private Financial Support, Problem Solving, *Social Problems, Trend Analysis

Identifiers-*Philanthropic Foundations

Basic questions about foundations are addressed by George W. Bonham, an essay by James Douglas and Aaron Wildavsky is given, and responses are offered by the following people: Landrum R. Bolling, George W. Bonham, McGeorge Bundy, James Douglas, Fred M. Hechinger, John H. Knowles, Waldemar Nielsen, B. J. Stiles, Aaron Wildavsky, and Paul N. Ylvisaker. The essay by Douglas and Wildavsky presents a brief historical survey of foundations. In the first decades of the century, foundations frequently made it a condition of their grants that they be matched by government support. When they first appeared in America, foundations had the main objective of acting directly to meet public needs or ameliorate social ills. Until about the time of the New Deal,

ED 168 463 IR 006 883

A Computer Network Protocol for Library and Information Science Applications. NCLIS/NBS Task Force on Computer Network Protocol.

National Bureau of Standards (DOC), Washington, D.C.; National Commission on Libraries and Information Science, Washington, D. C.
Pub Date-Dec 77
Note-101p.
Available from-Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (Stock No. 052-003-00601-4, $2.75)
Pub Type- Reports - Descriptive (141)
EDRS Price - MF01/PC05 Plus Postage.
Descriptors-Computer Programs, Computers, Data Bases, Information Science, *Information Systems, Library Automation, *Library Networks, Library Technical Processes, *On Line Systems, *Standards

This document describes a proposed computer to computer protocol for electronic communication of digital information over a nationwide library bibliographic network. The protocol allows application tasks at one site on the network to converse with application tasks at any other site, regardless of differences in computer architecture or operating systems. The protocol relies on other standard protocols for supplying a reliable communications network. The physical network environment to implement this protocol can be structured in a variety of ways and might utilize facilities supplied by common carriers, value added networks, or a combination of both. The Task Force suggests that further

ED 168 654 JC 790 237

Selected Characteristics Classified and Unclassified (Regular) Students. Community Colleges, Spring 1979.

Hawaii Univ., Honolulu. Community Coll. System.
Report No.-CC-IRP-121
Pub Date-Mar 79
Note-11p.
Pub Type- Reports - Research (143) - Numerical/Quantitative Data (110) ()

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Age, College Credits, College Majors, Community Colleges, Educational Background, *Enrollment Trends, Females, *Junior Colleges, *Junior College Students, Liberal Arts Majors, Longitudinal Studies, Males, Part Time Students, *Student Characteristics, Vocational Education

Identifiers-Full Time Students, *Hawaii, Student Objectives

Data tables summarize selected personal and academic characteristics of students enrolled at the seven Hawaii community colleges in the spring 1979 semester, focusing on students enrolled as classified and unclassified students in credit programs. Registrations in various community college offerings numbered 27,033. Of these, 71% were regular students enrolled in credit programs; 2% were early admits or concurrent registrants; 7% were apprentices or journeyworkers in non-credit programs; and 20% were in special programs. For the first time in several semesters vocational education majors outnumbered liberal arts majors (46% compared to 44%). There was very little change in the mean age of students (25.4 years) and in the percent of continuing students from the fall semester (over 70%). Several trends which had emerged in previous years were found to be continuing: there were again more women

ED 168 749 RC 011 127

Truesdell, Wayne P.

A Study of Iowa's Public Elementary and Secondary Enrollment Trends 1977-78 through 1981-82.

Iowa Univ., Iowa City. Coll. of Education.

Spons Agency-Iowa State Legislature, Des Moines. House Budget Committee.

Pub Date-78

Note-68p.; Small type may be marginally legible

Pub Type- Reports - Research (143) - Numerical/Quantitative Data (110) ()

EDRS Price - MF01/PC03 Plus Postage.

Descriptors-Birth Rate, Declining Enrollment, *Demography, *Elementary Secondary Education, *Enrollment Influences, *Enrollment Projections, *Enrollment Trends, Migration, Population Trends, Private Schools, *Public Schools, Rural Areas, Rural to Urban Migration, Urban to Suburban Migration

Identifiers-*Iowa

At a 20/1 pupil/teacher and pupil/room ratio, by 1984 Iowa public schools will need 8,100 fewer rooms and teachers than was necessary during the peak enrollment year of 1969. The most precipitous drop in enrollment could come in the six year period from 1977 to 1982 when 120,363 more students will graduate from the public school system than will enter it. The drop in Iowa enrollment can be partly explained by a significant out-migration since 1930, an out-migration which drains

Delvecchio, Fred Brutsch, Gloria
Math Problems for Water Quality Control Personnel, Instructor's Manual. Second Edition.
Clemson Univ., S.C. Coll. of Engineering.; Clemson Univ., S. C. Dept. of Environmental Systems Engineering.
Pub Date-77
Note-85p.; For related document, see SE 026 867
Pub Type- Guides - Non-Classroom (055)
EDRS Price - MF01/PC04 Plus Postage.
Descriptors-*Mathematical Applications, *Mathematics, Postsecondary Education, *Teaching Guides, *Water Pollution Control
Identifiers-*Waste Water Treatment, Water Quality, *Water Treatment

This document is the instructor's manual for a course in mathematics for water quality control personnel. It is designed so a program may be designed for a specific facility. The problem structures are arranged alphabetically by treatment process. Charts, graphs and/or drawings representing familiar data forms contain the necessary information to perform the required calculations. Treatment processes covered include: (1) activated sludge; (2) analyses; (3) chlorination; (4) flow measurement; (5) population equivalent; (6) pumping station; (7) screening; and (8) thickening. (CS)

ED 168 369 FL 010 309

Blaubergs, Maija S.

Sociolinguistic Change Towards Nonsexist Language: An Overview and Analysis of Misunderstandings and Misapplications.

Pub Date 78

Note-25p.; Paper presented at the World Congress of Sociology (9th, Uppsala, Sweden, August 14-19, 1978).

Pub Type- Speeches/Meeting Papers (150) - Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-English, Feminism, Grammar, Language Patterns, *Language Research, *Language Role, *Language Usage, Morphology (Languages), *Sex Discrimination, *Sex Fairness, Sex Role, Sex Stereotypes, Social Attitudes, Social Change, *Sociolinguistics, Vocabulary

Identifiers-*Sexism, *Sexist Language

The first section of this paper focuses on misunderstandings surrounding two of the proposals for changing sexist aspects of the English language, namely, avoiding the use of masculine pronouns (he, his, him, himself) with alleged sex-indefinite reference, and replacing the word and morpheme ``man'' with ``person'' in sex-indefinite usage. Several arguments against adopting these and other changes aimed at

ED 168 388 HE 011 018

Student Financial Aid 1978-79 Handbook.
Bureau of Student Financial Assistance (DHEW/OE), Washington, D.C.
Pub Date- 79
Note-208p.; Some parts marginally legible due to print quality
Pub Type- Guides - Non-Classroom (055) - Reference Materials (130) () - Reports - Descriptive (141)
EDRS Price - MF01/PC09 Plus Postage.
Descriptors-Access to Education, College Students, *Eligibility, *Federal Aid, *Federal Programs, Grants, Health Occupations Education, Higher Education, *Incentive Grants, Student Application, *Student Financial Aid, *Student Loan Programs, *Work Study Programs
Identifiers-Basic Educational Opportunity Grants, College Work Study, Guaranteed Student Loans, Health Education Assistance Loans, National Direct Student Loans, State Student Incentive Grants, Supplemental Educational Opportunity Grants

This handbook is intended primarily to help postsecondary institutions administer the major federal student financial aid programs: Basic Educational Opportunity Grants (BEOG), Supplemental Educational Opportunity Grants (SEOG), College Work-Study (CWS), National Direct Student Loans (NDSL), Guaranteed Student Loans (GSL), Health Education Assistance Loans, and State Student Incentive Grants (SSIG). It may also

Texas Telecommunication Satellite Demonstration Project. Planning Effort for Application of Communication Satellites in Education.

Education Service Center Region 4, Houston, Tex.
Spons Agency-National Inst. of Education (DHEW), Washington, D.C.
Pub Date-31 Mar 78
Contract-400-77-0103
Note-354p.; Some pages may not reproduce clearly
Available from-National Institute of Education or Region IV Education Service Center, P.O. Box 863, Houston, Texas 77001 (for Videotape describing the project)
Pub Type- Reports - Descriptive (141)
EDRS Price - MF01/PC15 Plus Postage.
Descriptors-Communication Satellites, *Consortia, Educational Finance, *Educational Resources, Grants, *Information Dissemination, Information Networks, Information Systems, *Telecommunication
Identifiers-*Texas

The primary goal of the Texas Telecommunication Satellite Demonstration consortium is to install, operate, and evaluate a comprehensive communication service delivery system which would provide the citizens of Texas with greater opportunity for equal access to

ED 168 595 IR 007 157

Kodras, Janet E. Prather, James E.

Profile of Library Users. William Russell Pullen Library, Georgia State University. Institutional Research Report No. 78-21.

Georgia State Univ., Atlanta. Office of Institutional Planning.
Pub Date-Jun 78
Note-72p.; Some pages in appendices may not reproduce clearly due to small type size
Pub Type- Reports - Research (143)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-*Academic Libraries, College Students, Demography, *Library Surveys, Needs Assessment, Statistical Data, Tables (Data), User Satisfaction (Information), *Use Studies
Identifiers-*Library Users

A survey was conducted of library users of the William Russell Pullen Library at Georgia State University to determine who is using the library, how often respondents use it, how they rate the library's various collections and services, and how the library is used throughout the day and week. The survey instrument was distributed at predetermined time periods to all those entering the library; 52 percent of 6,406 distributed surveys were returned. An analysis of the data was performed, cross-classifying the respondents' opinions about the library with their demographic factors and then with the time variables.

ED 168 635 JC 790 216

Bohr, Dorothy H. Bray, Dorothy

HELP: A Pilot Program for Community College High-Risk Students.

Pub Date- 79
Note-12p.
Pub Type- Reports - Descriptive (141) - Reports - Evaluative (142)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Basic Skills, Communication Skills, Community Colleges, Compensatory Education Programs, *Dropout Prevention, *Educationally Disadvantaged, *Junior Colleges, Nontraditional Students, Performance Based Education, Persistence, *Remedial Programs, Skill Development, Team Teaching, Vocabulary Skills

In fall 1978, Sacramento City College initiated the Higher Education Learning Package (HELP) to promote the success and retention of students with basic skill deficiencies while mainstreaming them into regular courses. Students work with instructors and tutors in small groups and on a one-to-one basis. Using an integrative team teaching approach, instruction builds on student experience, and progress is measured in terms of established competency criteria. Students commit themselves to a two-package one-year program, taking one package each semester.

ED 168 707 RC 011 245

Edington, Everett D. And Others
Rural Youth and Adults' Knowledge of Governmental Functions.
Pub Date-79
Note-13p.
Pub Type- Reports - Research (143)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Adults, Attitudes, *Comparative Analysis, Educational Needs, *Government Role, Grade 11, *High School Students, Interviews, Political Attitudes, Rural Population, *Rural Youth
Identifiers-*Political Knowledge, *Wisconsin (Dane County)

In 1976 Dane County, Wisconsin was the site of a survey to determine the knowledge of rural youth and adults as to how their government functioned. The area was chosen because its residents were thought to be more politically active than individuals in other parts of the state. Personal or telephone interviews were conducted with 112 adults and questionnaires were administered to 292 members of the junior class at a rural high school. The questions concerned which offices had the most authority at the federal, state and local levels of the executive, legislative and judicial branches of government. At both the state and

ED 168 801 RC 011 288

1979 Worldwide Adventure TravelGuide.

Pub Date-Feb 79
Note-608p.
Available from-American Adventurers Association, Suite 301, 444 NE Ravenna Blvd., Seattle, Washington 98115 ($9.95)
Pub Type- Reference Materials - Directories/Catalogs (132) - Guides - Non-Classroom (055)
Document Not Available from EDRS.
Descriptors-Activities, Anthropology, Athletics, Bicycling, Camping, *Discovery Learning, *Experiential Learning, Field Studies, *Field Trips, Horseback Riding, Outdoor Education, *Recreational Activities, Research Opportunities, Skiing, *Travel
Identifiers-*Adventure Education

Guidebook descriptions of the 3000 worldwide adventure trips open to public participation include highlights, itinerary, level of experience necessary, requirements, location, duration, dates, cost, and addresses and telephone numbers of the operating organizations. The guidebook is organized in four major sections and, within each section, into specific activities, each with an overview. The sections and activities are: Land Adventures (skiing, mountaineering, snowshoeing, dogsledding, trekking,

ED 168 488 IR 006 977

Salassi, Otto

American and English Literature Reference Sources. Bibliographic Series No. 33.

Arkansas Univ., Fayetteville. Mullins Library.

Pub Date-78

Note-14p.

Pub Type- Reference Materials - Bibliographies (131) - Collected Works - Serials (022)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*American Literature, *English Literature, *Library Materials, Literary Criticism, Poetry, *Reference Materials, University Libraries

ED 168 574 IR 007 115

Sixth New Zealand Computer Conference (Auckland 78). Volume I, Papers.
New Zealand Computer Society, Auckland.
Pub Date-78
Note-537p.; Not available in hard copy due to small type size of the original document; For related document, see IR 007 116
Available from-New Zealand Computer Society, National Executive Office, P.O. Box 2123, Wellington (Vol. I $6.00 and Vol. II $4.00)
Pub Type - Speeches/Meeting Papers (150)
EDRS Price - MF02 Plus Postage. PC Not Available from EDRS.
Descriptors-Computer Assisted Instruction, *Computer Oriented Programs, Computers, *Computer Science, Dial Access Information Systems, Discussion Programs, Electronic Data Processing, Information Networks, *Information Processing, Programing Languages, *Technological

ED 168 694 PS 010 460

Best, Deborah L. Ornstein, Peter A.

Children's Generation and Communication of Organizational Strategies.

Pub Date-Mar 79

Note-12p.; Paper presented at the Biennial Meeting of the Society for Research in Child Development (San Francisco, California, March 15-18, 1979)

Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Age Differences, *Elementary School Students, Instructional Design, Mediation Theory, *Memorizing, Recall (Psychological), Sorting Procedures, Thought Processes

Identifiers-Concept Organization, Metamemory, *Task Performance Strategies, *Taxonomic Structures

ED 168 713 PS 010 481

Blattstein, Abraham And Others
The Relationship of Self-Esteem and Coping to Achievement Change.
Spons Agency-National Inst. of Education (DHEW), Washington, D.C.
Pub Date-Aug 78
Note-12p.; Paper presented at the Annual Meeting of the American Psychological Association (86th, Toronto, Canada, August 28-September 1, 1978)
Pub Type- Speeches/Meeting Papers (150) - Reports - Research (143)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Academic Achievement, *Achievement, *Coping, Effective Teaching, *Elementary School Students, Failure Factors, Grade 6, *Intervention, Models, Psychoeducational Processes, Psychological

ED 168 850 SE 026 928

Mathematical Problem Solving Project Technical Report IV: Summative Evaluation. Appendices A - H.

Indiana Univ., Bloomington. Mathematics Education Development Center.

Spons Agency-National Science Foundation, Washington, D.C.

Pub Date-May 77

Grant-NSF-PES-74-15045

Note-64p.; For related documents, see SE 026 911-934; Appendix H - Stanford Achievement Test - removed due to copyright restrictions; Contains occasional light and broken type

Pub Type- Reports - Research (143)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors-Elementary Education, *Elementary School Mathematics, *Evaluation, *Mathematics Education, *Problem Solving, Questionnaires, Standardized Tests, *Summative Evaluation, *Tests

Identifiers-*Mathematical Problem Solving Project

Appendices A - H to the technical report Developmental Activities Related to Summative Evaluation'' are presented. These are: (1) Evaluation of Standardized Tests; (2) Student Attitude Questionnaire (First Draft); (3) Mean Scores for Dichotomous and Continuous Forms for Each Item in Part I of the Student Attitude Questionnaire (First Draft); (4) Student Attitude Questionnaire (Second Draft); (5) Student Attitude Questionnaire (Final Form); (6) SAQ Validation Report; (7) Problem Solving Survey - Part I; and (8) Stanford Achievement Test - Intermediate Level I, Form A. (MP)

ED 168 902 SE 027 552

Mitchell, Eugene E., Ed.

COED Transactions, Vol. X, No. 11, November 1978. A Microprocesser-Based Interactive Learning System.

American Society for Engineering Education, Washington, D.C. Computers in Education Div.

Pub Date-Nov 78

Note-8p.

Available from-COED Transactions, ASEE, P. O. Box 308, West Long Branch, New Jersey 07764 (no price quoted)

Pub Type- Guides - Non-Classroom (055) - Reports - Research (143)

Document Not Available from EDRS.

Descriptors-*Computer Assisted Instruction, *Computer Oriented Programs, *Computers, Computer Science, *Digital Computers, Educational Research, *Educational Technology, Engineering Education

Identifiers-*Microcomputers, Research Reports

A Microcomputer-Implemented Design Aid and Simulator (MIDAS) has been developed and used as an interactive learning system by electrical engineering students at the freshman and sophomore level. Evaluation of the system indicates that a great potential exists in the area of dedicated, inexpensive, interactive learning systems. User acceptance has been very positive. The digital simulator provided insight into the capabilities which can be provided by a small microcomputer-based system, particularly by the incorporation of digital feedback. The sophisticated level of digital system complexity that can be simulated in MIDAS using less than 5k bytes of memory suggests that the activity could be extended to moderately complex problems in other fields. (Author/BB)

ED 168 922 SO 011 578

Summaries and Technical Documentation for Performance Changes in Citizenship and Social Studies Assessments, 1969-76.

Education Commission of the States, Denver, Colo. National Assessment of Educational Progress.
Spons Agency-National Center for Educational Statistics (DHEW/OE), Washington, D.C.
Report No.-ECS-07-CS-21
Pub Date-Feb 79
Contract-OEC-0-74-0506
Note-227p.; Tables and indexes may not reproduce clearly due to small and light print type throughout original document; Funding information on inside cover page has been removed by ERIC
Available from-National Assessment of Educational Progress, Suite 700, 1860 Lincoln Street, Denver, Colorado 80295 ($22.15)
Pub Type- Reports - Research (143)
EDRS Price - MF01/PC10 Plus Postage.
Descriptors-Age Groups, *Citizenship, Data Analysis, *Educational Assessment, *Educational Change, Educational Research, Elementary Secondary Education, Knowledge Level, Measurement Techniques, National Surveys, Skill Development, *Social Studies, Statistical Analysis, Student Attitudes, Student Characteristics, Tables (Data)

This report summarizes changes in student performance in the areas of citizenship and social studies, as measured by the National Assessment of Educational Progress. An initial assessment of citizenship was conducted in 1969-70, and an initial assessment of social studies was conducted in 1971-72. Both areas were reassessed in 1975-76. Because citizenship and social studies cover many similar topics, changes in performance in the two areas are reported here in terms of clusters of exercises covering areas such as political knowledge/attitudes and social studies knowledge/skills. Chapter I reviews development of the citizenship and social studies exercises, and describes procedures used to sample, administer, score, and analyze the exercises. Chapter II summarizes changes in mean percentages of acceptable responses for each age group for each of the major reporting categories and subcategories (i.e., social studies knowledge in economics, history, or political science). Chapter III describes changes in performance for student subpopulations based on factors such as geographic region, socioeconomic status, and sex. It also contains tables summarizing average performance of each group on different clusters of exercises. Appendices present additional data on technical and administrative procedures and nonresponse in assessment samples. (Author/AV)

researchers must adopt a self-reflective and critical stance when choosing research topics. Further, they need to consider the social and political implications of educational analysis, examine ethical and moral premises upon which schools are founded, and allow for student values and beliefs when developing curriculum. (DB)

ED 168 940 SO 011 600

Erlanger, Steven J.
The Colonial Worker in Boston, 1775. Regional Report Number 75-2.
Bureau of Labor Statistics (DOL), Boston, Mass. New England Regional Office.
Pub Date- 75
Note-28p.; Photographs, footnotes, and bibliography may not reproduce clearly throughout original document
Pub Type- Historical Materials (060)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Blacks, *Citizen Role, *Colonial History (United States), Economic Factors, Employment, Females, Geographic Regions, Income, Labor Conditions, *Laborers, Labor Force, Labor Problems, Living Standards, Mobility, *Political Influences, Regional Characteristics, *Revolutionary War (United States), Secondary Education, Social Action, Social Change, Social Characteristics, Social Life, United States History

This monograph focuses on the working class in Boston during 1775, the period just before the American Revolution. Seven sections describe Boston's geographical and political background; working conditions, employment, and controls; income by industry and occupation; standards of living; social life; mobility and the situation of minorities; and the role of the Boston worker in the Revolution. Boston of 1775 is described as a city of 16,000 with strong political tensions, little money, and many poor. England had retaliated for the Boston Tea Party by closing the Port of Boston and issuing the Intolerable Acts.'' The faltering economy, brought about by a trade deficit with England, caused the apprenticeship system to deteriorate. By the eve of the Revolution, the unemployed and propertyless had increased enormously; the richest 25% held 78% of the assessed wealth. In general, laborers were badly paid; artisans and farmers earned somewhat more and became small property owners; professional men and shopkeepers had good incomes and merchants and lawyers were well-to-do. Debt was a recurrent problem and many debtors were sent to jail. The legal system provided a kind of equality for women who were seen as more versatile, active, and successful than their European counterparts. Finally, the Boston workers comprised the ragtag army'' which hounded the British in the early days of undeclared war, and benefited from the change that revolution produced. (Author/KC)

Gifted, Laws, Mass Media, Mathematics, Middle Aged, *National Organizations, Older Adults, Personality Studies, Personnel Needs, Political Attitudes, *Professional Associations, Quality of Life, Researchers, Research Methodology, Research Needs, Research Problems, *Research Projects, Social Behavior, *Social Science Research, Social Sciences, Sociolinguistics, Television, Training Objectives, Trend Analysis, Work Experience

Detailed accounts of activities of 19 committees of the Social Science Research Council form the major portion of this annual report. In addition, the Council president's report summarizes the activities, trends, and goals of the Council in areas such as research planning, the improvement of research methodology, and the training of competent research personnel. The report indicates that during 1977-78, growth in international scholarly contacts and some collaborative research occurred. However, only a small number of scholars have undertaken specific cross-national comparative studies. Committees added during 1977 dealt with evaluation research, ethnicity, life-course perspectives in middle and old age, and mathematics in the social sciences. Other reports cover biological bases of social behavior, biosocial science, cognitive research, economic stability, gifted children, law and social science, mass communications and political behavior. Topics discussed include methodology of longitudinal research, childhood development, social indicators, sociolinguistics, television and social behavior, and work and personality in the middle years. Finally, reports of committees on training and development of research personnel are presented. (KC)

ED 169 007 SP 014 001

Teacher Aide Training Guide for Classroom Teachers. Description of Teacher Inservice Education Materials. Summary Information.
National Education Association, Washington, D.C. Project on Utilization of Inservice Education R & D Outcomes.
Spons Agency-National Inst. of Education (DHEW), Washington, D.C.
Pub Date-Jun 77
Contract-400-76-0091
Note-8p.
Pub Type- Reports - Descriptive (141)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Inservice Teacher Education, *Instructional Materials, *Learning Modules, *Programed Materials, *Teacher Aides, Teaching Methods, *Training Techniques, Validated Programs

The learning module described is designed to help the classroom teacher make maximal use of teacher aides. The content of the module is outlined, and the activities and resources involved in its use are described. Ordering information and a critique of the module are included in this descriptive report. (JD)

Techniques

The feasibility of using simulation games as an instructional tool in the leisure services classroom is examined. (JD)

ED 169 036 SP 014 048

Aiken, James B.

Some Critical Areas of Teacher/Advisory Groups and School Organization Development.

Pub Date-78
Note-10p.; For related document, see SP 014 050
Pub Type- Opinion Papers (120)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Classroom Guidance Programs, Educational Counseling, *Faculty Advisors, *Group Counseling, Group Dynamics, Learning Processes, Organizational Development, *Program Development, *Secondary Education, *Teacher Role

In establishing a secondary school teacher/advisor system and advisory group, the advisor should direct his efforts toward and encourage decisions about three critical areas: the state of the group and possible enabling norm patterns; the conditions of openness, trust, and safety in the group; and the student in relation to the group processes. The teacher/advisor's role is not the same as it is while teaching subject matter, for his/her attention in the advisory group must be directed to the group forces that are essential to the movement of the group and critical to each student's learning experience. The introduction of a teacher/advisor system in a high school can trigger an organized development effort in the high school as well, which can lead to a reappraisal of the total learning situation and the processes of interaction involved. (DS) module is given as well as a critique of the product. (JD)

ED 169 063 SP 014 208

The Use of Questioning in Social Studies. Description of Teacher Inservice Education Materials.
National Education Association, Washington, D.C. Project on Utilization of Inservice Education R & D Outcomes.
Spons Agency-National Inst. of Education (DHEW), Washington, D.C.
Pub Date-May 77
Contract-400-76-0091
Note-8p.
Pub Type- Reports - Descriptive (141)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Elementary Secondary Education, Inservice Teacher Education, *Learning, *Learning Modules, Preservice Education, *Questioning Techniques, Social Studies, *Teaching Skills, Teaching Techniques, Thought Processes, Validated Programs

The intent of the teacher education learning module described here is to increase the user's competency in asking questions that will stimulate higher levels of thinking and learning. Seven specific categories of questions are outlined. The focus is on approaches to thorough and thought-provoking questioning, strategies for analyzing the nature of questions, and coordinating a progressive questioning structure. This descriptive report provides further information on the purposes and content of the program as well as activities and resources involved. A critique, history of development, and ordering information are also included. (DS)

ED 169 084 TM 008 403

Sex Education. Grades K-12.
Instructional Objectives Exchange, Los Angeles, Calif.
Pub Date-75
Note-148p.
Available from-Instructional Objectives Exchange, P.O. Box 24095, Los Angeles, California 90024 ($9.95)
Pub Type- Guides - Classroom - Teacher (052) - Tests/Questionnaires 160)
Document Not Available from EDRS.
Descriptors-Affective Objectives, Attitude Tests, Behavioral Objectives, Cognitive Objectives, Cognitive Tests, Criterion Referenced Tests, *Educational Objectives, Elementary Secondary Education, *Emotional Development, Family Life Education, *Physical Development, *Sex Education, *Situational Tests, Social Maturity, *Social Values, Test Items

This collection of fifty objectives, related sample items, and directions for administering and scoring, is divided into three sections. The first, growth and development, deals with basic factual information relating to sex education; both animal and human biology are included. The second section, social and emotional growth, deals with the psychological aspects of sexual development. The third section is concerned with clarifying values on sex-related social issues, such as sex role, abortion, and homosexuality. Each of these sections is subdivided into three levels: elementary, junior high school, and senior high school and above; these levels correspond to maturity and ability level, rather than chronological age. For each objective, sample items are suggested. Many items require interpretation of anatomical illustrations. (Author/CP)

ED 169 104 TM 008 515

Thompson, B. And Others
First Step in Validating a Concerns Model for Counselor Education.

Pub Date- Mar 78
Note-16p.; Paper presented at the Annual Meeting of the American Educational Research Association (62nd, Toronto, Ontario, Canada, March 27-31, 1978)
Pub Type- Speeches/Meeting Papers (150) - Reports - Research (143)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Counseling Goals, Counselor Attitudes, *Counselor Qualifications, *Counselor Role, Counselor Training, Graduate Students, Higher Education, Models, Rating Scales, *Role Perception, *Student Attitudes, *Student Needs, *Test Validity
Identifiers-*Counselors Foci Checklist

Counselor Trainees completed the author's Counselor's Foci Checklist. This rating scale explores seven concerns in the counseling profession: (1) clarifying roles; (2) understanding counseling theories; (3) being firm with clients; (4) being liked by clients; (5) being respected by professionals; (6) developing empathic listening skills; and (7) facilitating client growth. A concern is defined as a perceived need for professional growth. To establish validity of the checklist, results were analyzed using a principal components procedure. Results indicated a substantial correspondence between the structure of the counseling students' concerns, and the hypothesized structure of these concerns; furthermore, the checklist can be used to group students by their concerns. Findings have both theoretical and practical implications for counselor education. (Author/CP)

achievement on the Iowa Tests of Basic Skills) with a set of independent variables, using multiple regression analysis. The two instruments the School Survey and My School Inventory were administered to 1,018 elementary school teachers and 6,151 fourth grade students, respectively. Teacher perceptions of the school's educational effectiveness were strongly correlated with achievement. Positive teacher perceptions of special services programs, relationship with the principal, and relationships with colleagues were also associated with variance in achievement. Teacher perceptions of school effectiveness were also highly correlated with average daily attendance. Student perceptions of school academic difficulty were strongly and negatively correlated with achievement. Attendance was correlated with students' positive perception of cohesiveness among peers. Although both tests appeared to have incremental validity, for the achievement criterion; validity was higher with the School Survey, which was used to measure teacher attitudes. This finding is of considerable importance because previous studies with similar paradigms have focused on student attitudes. (GDC)

ED 169 147 UD 019 226

An Equal Educational Opportunity Guide to Recruiting Minorities and Women as Teachers, Counselors and Administrators.

New Jersey State Dept. of Education, Trenton. Office of Equal Educational Opportunity.

Pub Date- 79

Note-47p.; Best copy available

Pub Type- Guides - Non-Classroom (055)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-*Affirmative Action, Elementary Secondary Education, Equal Opportunities (Jobs), *Minority Groups, Personnel Needs, *Personnel Selection, *Recruitment, *School Personnel, *Working Women

Identifiers-*New Jersey

In this booklet, information to assist superintendents, personnel directors, and their official recruiters in locating, recruiting, assigning and promoting qualified women and men of diverse racial and cultural backgrounds is provided. Employee concerns are outlined. Specific suggestions are given for ways of recruiting women and minorities. Listings include all licensed four year State colleges and universities in New Jersey, out of State extension programs, sources of minority, women, and black candidates, and a list of directories and professional rosters pertaining to women and minority groups. (WI)

Secondary Education, *Equal Education, *Equal Opportunities (Jobs), *Federal State Relationship, Public Education, *School Integration, *State Action, State Legislation, *States Powers, State Standards, Student Rights

The State has primary responsibility for public education. It should be the priority for each State legislature, State Board of Education, and chief State school officer to consider what methods can be employed to meet equal opportunity/ desegregation standards, to devise and implement strategies to overcome deficiencies, and, thereby, to assure the educational rights of all students. The State Education Agency (SEA) is in a position to define desegregation, to include educational outcomes expected, and to adopt programs to effectively implement its goals and objectives. The SEA must also, by policy and example, set standards for affirmative action programs in employment for local school districts. In addition, the historical reasons for the limited role of the States in desegregation have become less and less valid, and a new State/Federal partnership is a pressing need. States must demonstrate the ability to coordinate and implement desegregation and equal opportunity as well as the commitment to doing so. The Federal government should in turn permit States which demonstrate both ability and commitment the opportunity to enforce Federal desegregation programs within those States. (Author/EB)

student activities, and a list of sources and resources on Asian Indian Studies, India, and other ethnic heritage studies. (Author/EB)

ED 169 191 UD 019 295

Grove, Cornelius Lee
The Annotated Bibliography on Cross-Cultural Problems in Education. Volume II: Published Literature (Books). ERIC/CUE Urban Diversity Series, Number 62.
Columbia Univ., New York, N.Y. ERIC Clearinghouse on the Urban Disadvantaged.
Spons Agency-National Inst. of Education (DHEW), Washington, D.C.
Pub Date-Mar 79
Contract-400-77-0071
Note-74p.; For a related document, see UD 019 003
Available from-Institute for Urban and Minority Education, Box 40, Teachers College, Columbia University, New York, New York 10027 ($5.00)
Pub Type- Reference Materials - Bibliographies (131)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-*Cross Cultural Studies, *Cultural Differences, *Cultural Education, *Human Relations

The general purpose of this bibliography is to bring to light a wide range of educational literature dealing with those problems in human interaction that stem from differences in cultural background, and in particular to focus on the literature relating cross-cultural differences to the process of education in formal settings. In this, the second volume, literature published in books (including pamphlet-like items) is cited and annotated. (Author)

the realities of science teaching. (Author/BB)

ED 168 877 SE 026 997

Gillespie, Judith A.
Lessons from An Energy Curriculum for the Elementary Grades.
Indiana State Dept. of Commerce, Indianapolis. Energy Group.; Indiana State Dept. of Public Instruction, Indianapolis. Div. of Curriculum.
Pub Date-Oct 78
Note-112p.; Contains light and broken type
Pub Type- Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC05 Plus Postage.
Descriptors-*Activity Units, *Conservation Education, Elementary Education, *Elementary School Science, Energy, *Energy Conservation, Environmental Education, *Instructional Materials, Science Activities, Science Education

This curriculum guide is composed of three units. Each unit has three chapters, and each chapter has six lessons. The objectives of the course are to develop an awareness of and information about energy conservation, as well as to improve inquiry skills and participation habits. Each set of lessons covers the full range of objectives in the course. The first unit is for grades K-1. The second unit is primarily for second and third graders, and includes lessons about physical and human resources involved in the energy problem. The third unit, for grades 4-6, explores ways in which people are facing the energy problem and actions they are taking. This unit requires the students to undertake a major project of their own about the conservation and use of energy. (BB) both education students and teachers. The subjects completed two instruments (Kerlinger's Educational Scale VII and the Educational Philosophy Index). Results suggest that more than two dimensions are required to subsume educators' beliefs, although some researchers have argued that two dimensions should be sufficient. Thus, it appears that educators' beliefs are more complex than some educators generally assume. (Author/DS)

ED 168 980 SP 013 792

JAM Commission Athletic Position Paper and State Wide Survey Data.
Association of Wisconsin School Administrations, Madison, Wis.
Pub Date-Feb 79
Note-13p.
Available from-Association of Wisconsin School Administrators, 1310 Mendota Street, Madison, WI 53714 ($3.00)
Pub Type- Guides - Non-Classroom (055) - Reports - Research (143)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Athletic Programs, *Intramural Athletic Programs, *Junior High School Students, Lifetime Sports, Middle Schools, State Surveys, Student Attitudes, *Student Participation, Womens Athletics

This paper reviews pertinent factors and guidelines for those responsible for determining the existence or extent of middle school/junior high school athletic programs. The guidelines take into consideration opportunities that should be offered to all students, health and safety of participants, equal opportunities for boys and girls, athletic resources, and control of athletics sponsored by school districts. Results of a statewide survey are presented identifying student participation in intramural sports, team as well as individual. Suggestions are made for the improvement of interscholastic athletic programs at the junior high school level. (JD)

ED 168 958 SO 011 635

Energy Education in Elementary Social Studies. Windows On Our World.
Minnesota State Energy Agency, St. Paul.
Pub Date-Jan 79
Note-77p.; For a related document, see SO 011 636
Available from-Minnesota Energy Agency, 980 American Center Building, 150 East Kellogg Boulevard, St. Paul, Minnesota 55101 (free)
Pub Type- Reference Materials - Bibliographies (131) () - Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC04 Plus Postage.
Descriptors-*Conservation Education, Definitions, Educational Games, Elementary Education, *Energy, *Energy Conservation, Environmental Education, Experiential Learning, Futures (of Society), Learning Activities, Natural Resources, Social Problems, *Social Studies

This document provides elementary teachers with an annotated index according to (Houghton-Mifflin, 1976), followed by suggestions for activities related to the topics. Indexed topics, which comprise a major portion of the document, include basic energy information, society's dependence on energy, problems and advantages of energy alternatives, and energy issues relevant to the state of Minnesota. The index refers to the unit number, lesson number, and the appropriate pages in the teacher's guide. The background material for teachers presents definitions, lists energy sources, uses and conservation, and discusses states, storage and conversion of energy. Related activities include energy bingo, presentation of television commercials to convince people to conserve energy, school and home energy surveys, and interviews with older people to determine how energy was used in the early part of the 20th century. (KC)

ED 169 008 SP 014 002

William Glasser's Classroom Meetings. Description of Teacher Inservice Education Materials. Summary Information.

National Education Association, Washington, D.C. Project on Utilization of Inservice Education R & D Outcomes.
Spons Agency-National Inst. of Education (DHEW), Washington, D.C.
Pub Date-Apr 77
Contract-400-76-0091
Note-8p.
Pub Type- Reports - Descriptive (141)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Class Activities, *Classroom Environment, *Classroom Guidance Programs, Classroom Participation, *Group Discussion, Inservice Teacher Education, *Instructional Materials, *Learning Modules, Programed Materials, Student Teacher Relationship, *Teaching Techniques, Validated Programs, Verbal Communication
Identifiers-*Glasser (William)

The learning module described is for the use of teachers who wish to learn the technique of classroom meetings to create an atmosphere of unity within the group. The scope and sequencing of topics in this module are outlined, and the activities and resources involved in its use are described. Also included in this report are ordering information on materials and a critique of the module. (JD)

ED 169 126 TM 008 648

Roberts, A. Oscar H.
Out-of-Level Testing. ESEA Title I Evaluation and Reporting System. Technical Paper No. 6.
RMC Research Corp., Mountain View, Calif.
Spons Agency-Office of Education (DHEW), Washington, D.C.
Pub Date-Oct 76
Note-11p.
Pub Type- Guides - Non-Classroom (055) - Reports - Research (143)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Achievement Tests, *Complexity Level, Elementary Secondary Education, *Grade Equivalent Scores, Norm Referenced Tests, Scores, *Scoring, Standardized Tests, Student Testing, Testing Problems, *Test Interpretation, Test Reliability, *Test Selection
Identifiers-*Out of Level Testing

For Title I evaluations, it may be appropriate to test out-of-level; that is, to override publisher's recommendations concerning the difficulty, length, and content appropriate for a particular grade. It is seldom necessary, however, to move more than one grade down. If the mean is substantially higher than the median, then some pupils will have encountered the floor of a test and an easier level of tests should have been chosen. The ceiling of most tests becomes a handicap when three-quarters of a group can answer the most difficult items correctly. In this case, the mean is substantially lower than the median and a more difficult test should have been chosen. In general, the level of a test is suitable when the raw score of the group is equal to or above a third of the maximum score, and somewhat less than three-quarters of the maximum. In norm-referenced evaluations out-of-level testing is possible with most standardized achievement tests because they provide tables for relating raw scores on out-of-level tests to in-level percentile norms. (CP)

ED 169 148 UD 019 227

Glover, Trienne
Minorities in Engineering.
Institute for Services to Education, Inc., Washington, D.C.
Pub Date- 79
Note-14p.; For a related document, see UD 019 238
Pub Type- Reference Materials - Directories/Catalogs (132)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Career Opportunities, *Engineering, *Engineering Education, *Higher Education, Labor Market, *Minority Groups

This publication describes the major fields of engineering in relation to career opportunities, in the hopes of attracting more minority students to these fields. Salary expectations are outlined, and programs designed to prepare more minority engineers are detailed. There is a listing of organizations which provide information on careers in engineering. (WI)

ED 169 170 UD 019 265

School Desegregation and the State Government. A Series of Articles Collected by the National Project and Task Force on Desegregation Strategies.
Education Commission of the States, Denver, Colo.
Pub Date-Feb 79
Note-70p.; For related documents, see UD 019 266-269
Available from-Education Commission of the States, Suite 300, 1860 Lincoln Street, Denver, Colorado 80295 ($3.00)
Pub Type- Collected Works - General (020) - Opinion Papers (120)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-*Change Strategies, *Educational Policy, *Educational Quality, Elementary Secondary Education, *Equal Education, *School Integration, *State Action, State Government, State Standards

Four articles on school desegregation are collected in this booklet. State Leadership In School Desegregation'' offers advice on how States can accomplish desegregation and high quality education. A Policy Statement On Urban School Desegregation'' advocates State standards of equality, equity, and excellence in order to shift the emphasis from desegregation to improvement in learning. State and Local Responsibility for Promoting Learning Environments of Equity and Equality: A Conceptual Analysis'' presents a conceptual framework for allocating responsibility for desegregation between State and local government. The Case for Metropolitan Approaches to Public School Desegregation'' stresses the important role of the State government in making possible the transition to metropolitan school desegregation. (Author/WI)

ED 168 851 SE 026 929

Mathematical Problem Solving Project Technical Report IV: Summative Evaluation. Appendix I: Problem Solving Survey, Part II (12 Forms).
Indiana Univ., Bloomington. Mathematics Education Development Center.
Spons Agency-National Science Foundation, Washington, D.C.
Pub Date-May 77
Grant-NSF-PES-74-15045
Note-62p.; For related documents, see SE 026 911-934; Best copy available
Pub Type- Reports - Research (143)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-Elementary Education, *Elementary School Mathematics, *Evaluation, *Mathematics Education, *Problem Solving, *Summative Evaluation, *Tests
Identifiers-*Mathematical Problem Solving Project

This appendix to the technical report Developmental Activities Related to Summative Evaluation'' contains 12 forms of a test entitled Problem Solving Survey, Part II. This test was used as part of the evaluation of the Mathematical Problem Solving Project, MPSP. Each test contains two examples and three problems. (MP)

ED 168 878 SE 027 506

1977-1978 Report: Assembly of Life Sciences, National Research Council.
National Academy of Sciences, Washington, D.C.
Pub Date-78
Note-124p.
Pub Type- Reports - Descriptive (141)
EDRS Price - MF01/PC05 Plus Postage.
Descriptors-*Biological Sciences, *Environmental Education, *Federal Programs, Medical Education, *Program Descriptions, *Science Education
Identifiers-*National Academy of Sciences

This annual report of the Assembly of Life Sciences (ALS) covers the fiscal year beginning July 1, 1977, and ending June 30, 1978. This report has four major sections on the Executive Office, the Division of Biological Sciences, the Division of Medical Sciences, and the Board on Toxicology and Environmental Health Hazards. The activities in each section are listed alphabetically. Organization charts at the beginning of each section show the structure within the ALS and the Assembly's relation to the National Academy of Sciences (NAS). A list of all reports completed by ALS committees during the year and a list of the Corresponding Societies of the Assembly are found at the end of this report. (Author/BB)

ED 168 903 SE 027 553

Christy, Steven C.
Sickle Cell Anemia Bibliography.
Pub Date-78
Note-21p.; Not available in hard copy due to marginal legibility of original document
Pub Type- Reference Materials - Bibliographies (131) ()
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-*Anemia, *Diseases, Films, *Health Education, Heredity, Instructional Materials, *Medicine, Periodicals, *Science Education

Presents sources for the acquisition of medical, social, psychological, educational, and practical knowledge of sickle cell anemia. The materials listed are designed to help parents, educators, and public service workers. Materials include journal articles, films, brochures, slides, and fact sheets. The usual bibliographic information is given. Some entries are annotated. (MA)

ED 168 981 SP 013 920

Research and Development Centers and Regional Educational Laboratories. Strengthening and Stabilizing a National Resource. Final Report.
National Inst. of Education (DHEW), Washington, D.C.
Spons Agency-Congress of the U.S., Washington, D.C.
Pub Date-Jan 79
Note-180p.; Not available in hard copy due to marginal legibility of original document
Pub Type- Reports - Evaluative (142)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-Educational Assessment, *Educational Research, Equal Education, Financial Support, *Government Role, Information Dissemination, Policy Formation, *Regional Laboratories, *Research and Development Centers, *Research Utilization
Identifiers-National Institute of Education

In this report of the Panel for the Review of Laboratory and Center Operations to the director of the National Institute of Education, the results of site visits and reviews of long range plans of 17 research and development centers and regional educational laboratories are analyzed. Following a brief overview of the history of educational research and development, three major topics are discussed in detail. The first of these presents recommendations for the support of individual laboratories and centers. The second topic addressed concerns the management of NIE's relationship with the laboratories and centers and offers recommendations. The special importance of dissemination and equality of educational opportunity is the subject of the third portion of the report. (JD)

ED 169 037 SP 014 049

Aiken, James B.
Organization Development and Secondary Education.
Pub Date-78
Note-7p.
Pub Type- Opinion Papers (120)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Behavior Change, Decision Making, Group Dynamics, *Interpersonal Relationship, *Organizational Development, School Organization, Secondary Education, *Secondary Schools, *Student Behavior, Student Teacher Relationship

The application of behavioral technology to integrate individual needs for growth and development of secondary students with the organizational goals of the schools is discussed. It is emphasized that learning designs in the school should be utilized to give teachers, pupils, and administrators an opportunity in varied group mixes to participate in the study of themselves, discussion of their problems, working out feasible designs in implementing decision modifications, and in evaluating the consequences of this process. The importance of group participation in decision making is stressed. (JD)

ED 169 064 SP 014 209

Questioning Skills (Cluster V; 5 Modules a summary). Description of Teacher Inservice Education Materials.

National Education Association, Washington, D.C. Project on Utilization of Inservice Education R & D Outcomes.
Spons Agency-National Inst. of Education (DHEW), Washington, D.C.
Pub Date-Mar 77
Contract-400-76-0091
Note-8p.
Pub Type- Reports - Descriptive (141)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Elementary Secondary Education, *Inquiry Training, *Inservice Teacher Education, *Instructional Materials, *Learning Modules, Programed Materials, *Questioning Techniques, Validated Programs

The described learning module is designed for teachers and educators who wish to improve their techniques of inquiry and questioning. The scope and sequencing of topics in this module are described as well as the activities and resources involved in its use. Ordering information is provided, and a critique of the module is included. (JD)

ED 169 085 TM 008 404

Physical Education. Grades K-6.

Instructional Objectives Exchange, Los Angeles, Calif.
Pub Date-76
Note-72p.
Available from-Instructional Objectives Exchange, P.O. Box 24095, Los Angeles, California 90024 ($9.95)
Pub Type- Guides - Classroom - Teacher (052) - Tests/Questionnaires (160)
Document Not Available from EDRS.
Descriptors-Criterion Referenced Tests, Educational Objectives, Elementary Education, *Item Banks, Movement Education, *Performance Tests, *Physical Education, Physical Fitness, *Psychomotor Objectives, *Psychomotor Skills, Recreational Activities, Self Concept Tests

This collection contains fifty physical education objectives, related sample items, and directions for administering and scoring, and is divided into four categories. The first measures movement skills: body awareness, perception, locomotion, axial skills, balance, and gross motor coordination in games and sports. The second category measures posture, components of physical fitness, and their development. Understanding one's own physical capabilities and cooperating when participating in group activities is assessed in section three, and the final category measures participation in and knowledge of recreational opportunities. Objectives are arranged in order of increasing complexity. Levels of difficulty are sometimes specified as a guide, but they do not necessarily correspond to grade levels. The collection is designed to incorporate both the traditional and contemporary approach to the teaching of physical education. For example, there is an attempt to combine the teaching of commonly used sports skills with the teaching of the motor coordination skills that sports demonstrate. Nearly all of the items are performance tests requiring demonstration of motor skill, strength or physical development rather than paper and pencil tests. (CP)

ED 169 105 TM 008 521

McNally, Elaine F.

State Mandated Needs Assessment: A Report of Activities in Fifteen Selected Iowa School Districts.

Pub Date-Mar 78

Note-20p.; Paper presented at the Annual Meeting of the American Educational Research Association (62nd, Toronto, Ontario, Canada, March 27-31, 1978) ; May be marginally legibile due to small print

Pub Type- Speeches/Meeting Papers (150) - Reports - Descriptive (141) - Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Community Attitudes, Community Involvement, *Curriculum Evaluation, *Educational Assessment, Educational Needs, *Educational Objectives, Elementary Secondary Education, *Needs Assessment, *School Districts, *State Surveys, Student Attitudes, Teacher Attitudes

Identifiers-Iowa

Iowa legislators responded to the national accountability trend in 1975 by mandating a statewide needs assessment. This paper examines the activities of fifteen selected districts in terms of: (1) a statistical analysis of community, teacher, and student rankings of eighteen cognitive and affective educational goals; (2) statistical analysis of community, teacher, and student perceptions of how well districts meet the eighteen goals; (3) a discussion of the processes utilized by schools to select needs; (4) a description of the curriculum models designed to meet district needs; and (5) a discussion of the role of the community advisory group in curriculum decision making. The goals were derived from the Phi Delta Kappa Model for needs assessment. (CP)

ED 169 192 UD 019 296

Educating Diverse Populations. Selected Papers. ERIC/CUE Urban Diversity Series, Number 59.

Columbia Univ., New York, N.Y. ERIC Clearinghouse on the Urban Disadvantaged.
Spons Agency-National Inst. of Education (DHEW), Washington, D.C.
Pub Date-79
Contract-400-77-0071
Note-28p.; Papers presented at the conference on Educating Diverse Populations, part of the Annual Superintendents Work Conference held at Teachers College, Columbia University (37th, New York, New York, July 19-20, 1978)
Available from-Institute for Urban and Minority Education, Box 40, Teachers College, Columbia University, New York, New York 10027 ($5.00)
Pub Type - Reports - Descriptive (141)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*Disadvantaged Groups, *Educational Change, *Educational Improvement, *Educational Policy, Elementary Secondary Education, *Equal Education, Females, *Minority Group Children, Non English Speaking, Sex Stereotypes, Social Attitudes, Standardized Tests, Test Bias
Identifiers-Aptitude Treatment Interaction

The papers in this document illustrate the need for educators to recognize the diverse populations they serve. Edmund W. Gordon and Stephanie Shipman discuss the confusion surrounding Aptitude/Treatment/Interaction (ATI) research and the educational equity controversy. They argue for educational programs which more appropriately address the problems of equity and social justice in education. Patricia Albjerg Graham discusses, from an historical and contemporary perspective, the dilemma faced by schools as they seek to adjust to new societal values about the role of women. She argues that if genuine progress toward adjusting schools and schooling to these new social norms is to be made, the selection and retention of more women in leadership roles in education are called for. Edward DeAvila suggests that a diagnostic/prescriptive procedure called PAPI (Program Assessment/Pupil Instruction) can overcome the problems in standardized testing by remaining sensitive to the needs of ethnically and linguistically different children who might be treated within a mainstream setting. Finally, Edgar Epps discusses some of the problems faced by social scientists, practitioners, and policy makers as they seek to adapt the public schools to the needs and demands of increasingly vocal and politically influential racial and ethnic constituencies. (EB)

Hirshberg, A. S. And Others
Energy Implementation Centers: A Method of Speeding the Use of Solar Energy and Other Energy Conserving Technologies. Final Report.
Environmental Future, Inc., Pasadena, Calif.
Spons Agency-National Science Foundation, Washington, D.C. Directorate for Applied Science and Research Applications.
Report No.-NSF-RA-760580
Pub Date-Dec 76
Grant-APR-75-18336
Note-208p.; Marginally legible
Available from-National Technical Information Service, U.S. Department of Commerce, Springfield, Virginia 22161 (Order No. PB-279 612/6WE; $9.25)
Pub Type- Reports - Evaluative (142)
Document Not Available from EDRS.
Descriptors-*Building Design, Conservation (Environment), Energy, *Energy Conservation, Environmental Education, Heating, *Information Utilization, Research Utilization, *Solar Radiation, *Technology

This report examines the role of implementation centers as a vehicle for speeding the use of solar energy and energy conservation. It covers a study of previous building industry innovations; a brief review of the diffusion of innovation literature, including several case studies; identification of the solar thermal application process and potential problems; and design of regional implementation centers. (Author/BB)

ED 168 923 SO 011 579

Snyder, Joyce Hamm, Russell L.
Black People in America: A Teaching-Learning Unit.
Indiana State Univ., Terre Haute. Curriculum Research and Development Center.
Pub Date-Aug 78
Note-39p.; Words in italics may not reproduce clearly due to light print type throughout original document
Pub Type- Guides - Classroom - Learner (051)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Black Power, *Blacks, *Civil Rights, Civil Rights Legislation, Court Cases, Court Role, Curriculum Development, Elementary Secondary Education, Equal Education, Equal Facilities, Equal Opportunities (Jobs), Futures (of Society), *Instructional Materials, Minority Groups, Racial Integration, *United States History, Voting Rights

The unit provides an historical overview of black Americans' struggle for civil rights and explores current legislation and court decisions about civil rights. Among its objectives are to view the black American struggle for equality in the context of American history, highlight the major civil rights organizations in the black American struggle, and note possible future directions of the civil rights movement. One major section, written in narrative style, traces the struggle for civil rights from Colonial times through the Civil War, abolition of slavery, World Wars I and II, court decisions in the 1950s, the Black Muslim movement, and Civil Rights Acts of 1957, 1964, and 1968. Another major section discusses court decisions concerning busing and racial integration in schools, availability of social services, discrimination in admission to institutions of higher education, and union membership. Analysis of the opinions of several contemporary writers shows that the courts have promoted greater equality of opportunity but that much more remains to be accomplished. Concluding sections present 38 activities and questions based on the previous sections, a list of 23 films, and a selected bibliography of over 50 books and articles. (AV)

ED 168 941 SO 011 601

Karstensson, Lewis

An Analysis of Short-Term Learning in Economics: The Case of Participant Performance in a Free Enterprise System Seminar.

North Texas State Univ., Denton. Center for Economic Education.

Pub Date-1 Mar 79

Note-56p.; Some parts may not reproduce clearly

Pub Type- Reports - Evaluative (142)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors-*Changing Attitudes, Course Objectives, *Economic Education, Economics, Elementary Secondary Education, *Feedback, *Inservice Teacher Education, Learning Characteristics, *Participant Satisfaction, Questionnaires, Seminars, Social Science Research, Test Results

This paper examines the effects of a ten-day seminar in economic education for elementary and secondary teachers in Texas. The course consisted of lecture-readings and of reviews and demonstrations of teaching materials in economics. In addition to teacher preparation, specific objectives of the seminar were to increase participants' economic understanding, interest in economics, and sophistication of economic opinions. Pre- and posttests in these areas were administered to the 41 educators who participated in the seminar. Results indicate that greater economic understanding was increased in the areas of the operation of competitive markets, the theory of the firm together with the operation of non-competitive markets, and governmental activity in the economy. Also, participants exhibited a tendency to move away from unsophisticated agreement with popular opinion concerning the economy to sophisticated disagreement. Finally, participants expressed increased interest in the field by ascertaining that the knowledge gained in the seminar was worth the cost. Items and participant responses to two questionnaires, the course outline, and a list of participants are included. (KC)

ED 169 009 SP 014 004

Write Now. Description of Teacher Inservice Education Materials.

National Education Association, Washington, D.C. Project on Utilization of Inservice Education R & D Outcomes.
Spons Agency-National Inst. of Education (DHEW), Washington, D.C.
Pub Date-May 77
Contract-400-76-0091
Note-8p.
Pub Type- Reports - Descriptive (141)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Inservice Teacher Education, *Instructional Materials, Journalism, *Learning Modules, *Secondary School Students, Teacher Education, Validated Programs, *Writing Skills

The learning module described is designed to help teachers and secondary school students who wish to improve their practical writing skills. Included in this descriptive report is an outline of the scope and sequencing of topics in the module and the activities and resources involved in its use. Also included are a critique of the module and ordering information. (JD)

ED 169 065 SP 014 210

Utilizing Field Trips for Learning (VII-7). Description of Teacher Inservice Education Materials.
National Education Association, Washington, D.C. Project on Utilization of Inservice Education R & D Outcomes.
Spons Agency-National Inst. of Education (DHEW), Washington, D.C.
Pub Date-Mar 77
Contract-400-76-0091
Note-8p.
Pub Type- Reports - Descriptive (141)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Experiential Learning, *Field Trips, *Inservice Teacher Education, *Instructional Materials, *Learning Modules, Validated Programs

The learning module described is designed for elementary or secondary teachers who wish to acquire skills in teaching methods that utilize field trips to enhance learning. The scope and sequencing of topics in the module are outlined, and activities and resources involved in using the product are described. Ordering information and a critique of the module are included. (JD)

TM

ED 169 127 TM 008 649

Horst, Donald P. Fagan, Barbara M.
Common Evaluation Hazards. ESEA Title I Evaluation and Reporting System. Technical Paper No. 14.
RMC Research Corp., Mountain View, Calif.
Spons Agency-Office of Education (DHEW), Washington, D.C.
Pub Date-Oct 76
Note-16p.
Pub Type- Guides - Non-Classroom (055) - Reports - Research (143)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Achievement Gains, Achievement Tests, Elementary Secondary Education, *Evaluation Methods, Evaluation Needs, Models, Post Testing, Pretesting, *Research Design, *Research Problems, Scores, Scoring, *Student Testing, *Testing Problems, Test Interpretation, Test Selection
Identifiers-Elementary Secondary Education Act Title I

Twelve common errors which can invalidate an otherwise sound evaluation are identified, and ways to avoid them are presented. The hazards are: (1) grade-equivalent scores; (2) inappropriate statistical adjustments with nonequivalent control groups; (3) administering norm-referenced tests at inappropriate times of the school year; (4) inappropriate grade levels of tests; (5) missing scores; (6) noncomparable treatment and control groups; (7) use of a single set of scores for both selecting and pretesting participants; (8) constructing a matched control group after the treatment group has been selected; (9) careless administration and scoring; (10) changing instruments between pretesting and post testing; (11) inappropriate formulas such as IQ or pretest scores to generate no-treatment expectations; and (12) mistaken attribution of observed gains. A table indicates which hazards present the biggest threat to the validity of three Title I evaluation models: control group, norm group, and special regression. (CP)

ED 169 149 UD 019 228

Strasburg, Paul A.
Violent Delinquents. A Report to the Ford Foundation from the Vera Institute of Justice.
Ford Foundation, New York, N.Y.
Pub Date-78
Note-278p.
Available from-Monarch, Simon and Schuster Building, 1230 Avenue of the Americas, New York, New York 10020 ($8.95)
Pub Type- Reports - Research (143)
Document Not Available from EDRS.
Descriptors-*Crime, *Delinquency Prevention, *Delinquent Rehabilitation, *Delinquents, Family Environment, Family Structure, Juvenile Courts, Outreach Programs, Psychological Characteristics, Racial Factors, Social Environment, Socioeconomic Influences, *Violence, Youth Programs
Identifiers-New Jersey (Mercer County), New York (New York), New York (Westchester County)

This book presents the findings of a year-long study of the problem of juvenile violence. The scope of the problem is discussed in terms of arrest data and a review of related surveys, studies, and literature. Factors considered in describing the characteristics of violent delinquents include patterns of delinquency and violence, sex, age, racial factors, family structure, socioeconomic status and social environment, education and learning, psychiatric characteristics, and physical health. Comparisons are made between juvenile violence and adult violence. Official responses to juvenile violence such as police and court processing and the ways in which courts in certain New York and New Jersey counties have dealt with cases of juvenile violence are reported. Various forms of treatment used in dealing with juvenile delinquents are discussed. In addition, strategies for preventing juvenile violence are explored and recommendations for intervention programs are made. Appendices include a summary of data collection, the study research instrument, a sample of the Sellin-Wolfgang Seriousness Scale, and three program models. (Author/EB)

ED 169 171 UD 019 266

Anrig, Gregory R.

State Leadership in School Desegregation.

Education Commission of the States, Denver, Colo.

Pub Date-Feb 79

Note-5p.; For related documents, see UD 019 265-269

Available from-Not available separately; See UD 019 265

Pub Type- Opinion Papers (120)

Document Not Available from EDRS.

Descriptors-*Change Strategies, Civil Rights, Educational Finance, Educational Quality, Elementary Secondary Education, *Equal Education, *School Integration, *State Action, *State Standards

Identifiers-Magnet Schools, *Massachusetts

Regardless of the lack of racial justice in housing and employment, American democracy cannot tolerate discrimination in its public schools if it is to honor its traditions as a country. State bodies must make clear their position on school desegregation and establish that desegregation is wrong legally and educationally. Sanction must be imposed upon those who attempt to avoid desegregation after due process establishes a violation. There must be technical assistance to design and analyze desegregation plans. Financial incentives must be provided in the form of special State aid for desegregation plans. There is a need to promote the educational value of giving urban children and children in suburban school districts mutual opportunities to know and learn with children of another race or background. State assistance with problems of racial or ethnic imbalance in public schools must be provided and quality integrated education must be provided once desegregation is accomplished. The State of Massachusetts has achieved results in spite of some public anti-desegregation protests, because leaders at the State level were willing to stand up to their constitutional obligations. (Author/WI)

ED 168 852 SE 026 930

Proudfit, Linda

Mathematical Problem Solving Project Technical Report V: The Development of a Process Evaluation Instrument. Final Report.

Indiana Univ., Bloomington. Mathematics Education Development Center.
Spons Agency-National Science Foundation, Washington, D.C.
Pub Date-May 77
Grant-NSF-PES-74-15045
Note-23p.; For related documents, see SE 026 911-934
Pub Type- Reports - Research (143)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Elementary Education, *Elementary School Mathematics, *Evaluation, *Mathematics Education, *Problem Solving, *Tests, *Thought Processes
Identifiers-*Mathematical Problem Solving Project

The efforts of the Mathematical Problem Solving Project, MPSP, to develop a paper-and-pencil instrument which could be used to assess processes used by children in attempting to solve nonroutine mathematical problems is described. A brief review of related literature is given and the development of the first and second instruments described. Details of the administration of the two instruments and the analyses of the results are given. (MP)

ED 168 879 SE 027 507

Suydam, Marilyn N., Ed.
Investigations in Mathematics Education, Vol. 12, No. 1.
Ohio State Univ., Columbus. Center for Science and Mathematics Education.
Pub Date-79
Note-72p.
Available from-Information Reference Center (ERIC/IRC), The Ohio State University, 1200 Chambers Rd., 3rd Floor, Columbus, Ohio 43212 (Subscription $6.00, $1.75 single copy)
Pub Type- Journal Articles (080)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-*Abstracts, *Aptitude, *Classroom Techniques, Elementary Secondary Education, Higher Education, Instruction, Learning, *Mathematics Education, *Research Reviews (Publications), *Teaching Methods

Twelve research reports related to mathematics education are abstracted and analyzed. Four of the reports deal with various teaching methods, four with student aptitudes, four with student learning and understanding, and one with classroom practices. Research related to mathematics education which was reported in RIE and CIJE between October and December 1978 is listed. (MP)

ED 168 959 SO 011 636

Energy Education in Elementary Social Studies. Holt Databank System.
Minnesota State Energy Agency, St. Paul.
Pub Date-Jan 79
Note-69p.; For a related document, see SO 011 635
Available from-Minnesota Energy Agency, 980 American Center Building, 150 East Kellogg Boulevard, St. Paul, Minnesota 55101 (free)
Pub Type- Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-*Conservation Education, Definitions, Elementary Education, *Energy, *Energy Conservation, Environmental Education, Experiential Learning, Futures (of Society), Learning Activities, Natural Resources, Social Problems, *Social Studies

This document provides elementary teachers with an annotated index according to grade levels 1-6 of energy education topics in the Holt Databank System'' (Holt, Rinehart and Winston), followed by suggestions for activities related to the topics. Indexed topics, which comprise a major portion of the document, include basic energy information, society's dependence on energy, problems and advantages of energy alternatives, and energy issues relevant to the state of Minnesota. The index refers to the unit number, lesson number, and the appropriate pages in the teacher's guide. The background material for teachers presents definitions, lists energy sources, uses, and conservation techniques, and discusses states, storage, and conversion of energy. Related activities include energy bingo, presentation of television commercials to convince people to conserve energy, school and home energy surveys, and interviews with older people to determine how energy was used in the early part of the 20th century. (KC)

ED 169 038 SP 014 050

Aiken, James B.
Making the Teacher/Advisor System Work. (Functions, Comparisons, Concepts).
Pub Date-78
Note-7p.; For related document, see SP 014 048
Pub Type- Opinion Papers (120)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Classroom Guidance Programs, Critical Thinking, Discovery Learning, *Educational Counseling, *Faculty Advisors, Human Development, *Learning Processes, Program Planning, Secondary Education, *Student Motivation, *Student Teacher Relationship, *Teacher Role

Responding to today's high school students' human needs as well as educational needs necessitates that the teacher return to serving as an adult friend during their school life. Administrators are helping to set the stage for facilitating learning how to learn, and teacher/advisors are drawing upon many aspects of their personality and human dynamics abilities to be more helpful to the student. Some specific functions of these new roles are: (1) the human development function; (2) the crisis assistance function; (3) the student-parent-teacher conference function; and (4) the program planning function. The role of the teacher/advisor is different from the role in traditional teaching, the focus being on experiential learning, personal expression, and critical thinking, rather than on traditional content learning. The teacher/advisory system relies heavily on the concept of student responsibility for their own learning and is a response to societal pressures on teachers and the roles they play in education. (DS)

ED 168 982 SP 013 922

Current Awareness in Health Education. 79-0001 - 79-0119.
Center for Disease Control (DHEW/PHS), Atlanta, Ga.
Pub Date-Jan 79
Note-38p.
Pub Type- Reference Materials - Bibliographies (131)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Community Health, Evaluation, *Health Education, Information Dissemination, Life Style, Nutrition, Patients (Persons), Research, School Health Services, Self Care Skills, Sex Education, Smoking

This publication on health education contains annotated bibliographic information gathered from current journal articles, monographs, conference proceedings, reports, and nonpublished items. Publishers and/or distribution sources of reports, proceedings, and monographs are included in the citations. (JD)

ED 169 010 SP 014 005

Analyzing Children's Books from a Chicano Perspective. Description of Teacher Inservice Education Materials. Summary Information.
National Education Association, Washington, D.C. Project on Utilization of Inservice Education R & D Outcomes.
Spons Agency-National Inst. of Education (DHEW), Washington, D.C.
Pub Date-Jun 78
Contract-400-76-0091
Note-8p.
Pub Type- Reports - Descriptive (141)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Childrens Books, *Content Analysis, Early Childhood Education, Elementary Education, *Inservice Teacher Education, *Instructional Materials, *Mexican Americans, Programed Texts, *Reading Material Selection, Teacher Education, Validated Programs

The learning module described is designed to provide teachers with guidelines for selecting reading materials for Chicano and other Spanish-surnamed children. The rationale, goals, and objectives of the module are outlined. The table of contents of the text used in the module is reproduced. Activities and resources involved in the use of the module, ordering information for materials, and a critique of the module are also included. (JD)

ED 169 086 TM 008 452

Alexander, Livingston Brown, Ric

Evaluating Attitudinal Change in a Multicultural Setting.

Pub Date-Mar 78
Note-14p.; Paper presented at the Annual Meeting of the American Educational Research Association (62nd, Toronto, Ontario, Canada, March 27-31, 1978)
Pub Type- Speeches/Meeting Papers (150) - Reports - Research (143)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Attitude Tests, *Changing Attitudes, *Cultural Awareness, Cultural Images, Elementary Education, *Multicultural Education, Play, *Racial Attitudes, *Test Validity
Identifiers-People Place

Doll play activities were used to measure attitude change in 270 black, Mexican American, and white students who participated in a multicultural awareness project. The children, aged second through sixth grade, visited People Place Multicultural Center, where they experienced six different settings simulating the cultures of Africa, China, Germany, India, Mexico, and the United States. A control group of 90 children participated in neutral activities. Attitude change was measured by pre- and post testing with three six-inch dolls representing a black, a Mexican American, and a white child. The child was directed to choose one doll representing himself or herself, and to place the other two dolls somewhere in the same area. Proximity of the other dolls to the one representing the student was the dependent variable. Positive attitude change was indicated when the proximity of the dolls increased from pretest to post test. Data were analyzed by analysis of variance of three factors: grade level; ethnic or racial group; and exposure to People Place. Results indicated that the People Place experience led to a favorable attitude change toward children of other cultures, at least on a short-term basis. (GDC)

ED 169 106 TM 008 533

Newby, Larry G. And Others

A Conceptual Model for Evaluation of Patient Education for Cancer.

Spons Agency-National Cancer Inst. (NIH), Bethesda, Md.
Pub Date-Mar 78
Grant-NIH-1R18CA-22091-01
Note-31p.; Paper presented at the Annual Meeting of the American Educational Research Association (62nd, Toronto, Ontario, Canada, March 27-31, 1978)
Pub Type- Speeches/Meeting Papers (150) - Reports - Research (143)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Adults, Cost Effectiveness, Educational Needs, *Educational Programs, Evaluation Criteria, *Evaluation Methods, Evaluation Needs, *Health Education, *Patients (Persons), *Program Evaluation, Research Problems, Systems Approach
Identifiers-Cancer, *Patient Education

Procedures for the evaluation of patient education programs have been slow to evolve; the majority of programs, in fact, remain unevaluated. Patient education efforts, particularly with cancer patients, are effective in enhancing recovery, alleviating anxiety, and facilitating compliance. Patient education should minimize patient dependence on others in the recovery process. Its design must insure cost-effectiveness. A conceptual model has been designed for the evaluation of patient education; quasi-experimental design appears to be practical. Educational programs have multiple objectives with immediate and intermediate objectives being most crucial because of time and cost constraints and available techniques. Success is dependent on the criteria employed for evaluation. Patient education best lends itself to these criteria: effort, performance, adequacy, efficiency, and process. A systems design evaluation model helps clarify cause-effect associations and provides accountability with examples of input, intervening, and output variables. (Author/GDC)

Mathematical Problem Solving Project Technical Report V: Process Evaluation. Appendices A - D.

Indiana Univ., Bloomington. Mathematics Education Development Center.
Spons Agency-National Science Foundation, Washington, D.C.
Pub Date-May 77
Grant-NSF-PES-74-15045
Note-100p.; For related documents, see SE 026 911-934
Pub Type- Reports - Research (143)
EDRS Price - MF01/PC04 Plus Postage.
Descriptors-Elementary Education, *Elementary School Mathematics, *Evaluation, *Mathematics Education, *Problem Solving, *Tests, *Thought Processes
Identifiers-*Mathematical Problem Solving Project

Appendices A - D to the technical report "The Development of a Process Evaluation Instrument" are presented. This instrument was developed as part of the Mathematical Problem Solving Project, MPSP. The appendices are: (1) Interview Problems; (2) First Instrument; (3) Second Instrument; and (4) Student Responses to Second Instrument and Transcripts of Interviews. (MP)

ED 168 880 SE 027 508

Blosser, Patricia E., Ed. Steiner, Robert L., Ed.
Investigations in Science Education, Vol. 4, No. 4. Expanded Abstracts and Critical Analyses of Recent Research.
Ohio State Univ., Columbus. Center for Science and Mathematics Education.
Pub Date-78
Note-66p.
Available from-Information Reference Center (ERIC/IRC), The Ohio State University, 1200 Chambers Rd., 3rd Floor, Columbus, Ohio 43212 (subscription $6.00, $1.75 single copy)
Pub Type- Reports - Research (143)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-*Educational Research, Exceptional Child Research, Instruction, Learning, *Preservice Education, Process Education, *Research, *Research Methodology, *Science Education, Teacher Education

Included in this issue of ``Investigations in Science Education'' are 9 abstracts and critical analyses of articles published in professional journals by science educators of research reports in the areas of

instruction, teacher education and learning. Each abstract-analysis includes biographical data, research design and procedure, purpose, research rationale, and the abstractor's analysis of the research. (PEB)

ED 168 905 SE 027 556

Fall 1978 Directory - Assembly of Life Sciences, National Research Council.

National Academy of Sciences, Washington, D.C.
Pub Date-78
Note-64p.
Pub Type- Reference Materials - Directories/Catalogs (132)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-*Biological Sciences, *Federal Government, *Federal Programs, Research, Science Education, *Scientific Personnel, *Scientific Research, Scientists
Identifiers-National Academy of Sciences, National Research Council

This directory of the Assembly of Life Sciences (ALS), National Research Council, reflects the status of all committees, their membership, Corresponding Societies, and ALS staff as of October, 1978. Organization charts illustrate the relationship between the Assembly of Life Sciences and the general structure of the National Academy of Sciences, as well as the internal structures of the Division of Biological Sciences, the Division of Medical Sciences, and the Board on Toxicology and Environmental Health Hazards. (Author/BB)

ED 168 924 SO 011 580

Nish, William W.

The Psychology Technician Training Program at Georgia College.

Pub Date-31 Aug 78

Note-12p.; Paper presented at Annual Meeting of the American Psychological Association (Toronto, Ontario, Canada, August 1978)

Pub Type- Reports - Descriptive (141) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Career Development, *Clinical Experience, *Field Experience Programs, Higher Education, Job Training, Practicums, Practicum Supervision, Program Content, *Program Evaluation, *Psychology, Relevance (Education), School Community Cooperation, Student Experience, Undergraduate Students, Undergraduate Study

This paper describes an undergraduate training program for psychology students in the clinical, technical aspects of psychology. The program is designed to prepare students for work under the supervision of doctoral-level psychologists without having to obtain graduate degrees in clinical psychology. The program was developed in 1971 by Georgia College staff when it was noticed that many of their psychology graduates were working as psychology technicians at a nearby state mental institution. It was felt that the program would heighten the relevance of the graduates' academic background. All psychology majors at Georgia College are required to take statistics in addition to general and experimental psychology. In addition to these, students in the technician training program must take courses in applied and abnormal psychology, testing, personality theory, learning, learning theory, and one quarter of supervised field experience. Evaluation of the program after five years indicates success in the increased employability of graduates and improved relations between the college and area agencies and institutions. Graduates of the program have been employed by the local mental institution and also as employment counselors, parole agents, and corrections and rehabilitation counselors. Problems of the program include uneven quality of supervision in the students' field experiences and dissatisfaction of graduates who discover that their jobs dead end after a few years without additional academic degrees. (AV)

ED 169 066 TM 007 341

Bejar, Issac I.

Applications of Adaptive Testing in Measuring Achievement and Performance.

Pub Date- 76

Note-8p.

Pub Type- Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Achievement Tests, Complexity Level, *Confidence Testing, Factor Analysis, Scoring Formulas, Simulation, *Testing, Test Items, Test Reliability

Identifiers-Computer Assisted Testing, *Latent Trait Models, *Tailored Testing

The concept of testing for partial knowledge is considered with the concept of tailored testing. Following the special usage of latent trait theory, the word valdity is used to mean the correlation of a test with the construct the test measures. The concept of a method factor in the test is also considered as a part of the validity. The possible effect of scoring for partial knowledge on such hypothetical tests is considered together with the logic of these hypotheses. The application of latent trait theory to a mathematical model is used to provide estimates of the expected gain in information as a function of the increase in inter-item correlations. Finally, these concepts are combined with the concepts of tailored testing. Two aspects of tailored testing are considered, tailoring test length and tailoring test difficulty. The possibilities of adapting tailored testing to non-dichotomous item scoring are considered in order to adapt tailored testing to the use of partial knowledge in the test score. (CTM)

ED 169 150 UD 019 229

King, Margaret A., Karlson, Alfred L.

An Examination of the Relationship Between Racial Preferences in Black Children and Their Self Concept.

Pub Date- 79
Note-20p.
Pub Type- Reports - Research (143)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Black Youth, *Childhood Attitudes, *Elementary School Students, Family Attitudes, Identification (Psychological), *Preschool Children, Racial Discrimination, *Racial Recognition, Racism, *Self Concept
Identifiers-Preschool Racial Attitude Measure

Growing up black in America is a difficult process. Racism and discrimination are as much a part of America's heritage as democracy and equality. For more than three centuries, American society and its institutions have segregated and excluded minority groups, especially blacks, on the basis of racial features. In 1947, Clark and Clark tested the effect of racial identification on self-concept by interviewing 253 black nursery and primary school children in the segregated south and the integrated north. As part of the study, children were asked to choose either a white or a black doll. Most of the children, even as early as 3 years old, preferred the white doll. Numerous subsequent studies conducted with more refinements and greater controls found the same positive attitude toward light skinned dolls. However, these studies tell us very little about how black children feel about themselves in various situations. Only when the research begins to examine the total environment of black children can we begin to understand how they adapt to living in a racist society. (Author/WI)

Laguerre, Michel S.
Schooling in Haiti. ERIC/CUE Urban Diversity Series, Number 60.
Columbia Univ., New York, N.Y. ERIC Clearinghouse on the Urban Disadvantaged.
Spons Agency-National Inst. of Education (DHEW), Washington, D.C.
Pub Date-Feb 79
Contract-400-77-0071
Note-12p.
Available from-Institute for Urban and Minority Education, Box 40, Teachers College, Columbia University, New York, New York 10027 ($5.00)
Pub Type- Reports - Research (143)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Creoles, *Cultural Background, Cultural Differences, *Educational Background, *Elementary Secondary Education, Ethnic Origins, *Ethnography, *Immigrants
Identifiers-*Haiti

Described in this paper is the educational background and schooling experienced by Haitian immigrant children who are presently enrolled in the New York school system. Different types of schools in Haiti (urban, rural, private, public, elementary and secondary), and the functions of these schools in Haitian society are examined. Other topics discussed include the school community, competition for school admission, the classroom context, the learning process, teacher-student relationships, parent-student relationships, parent-teacher relationships and the Haitian perception of schooling. Factors considered include school structure, teacher qualifications, entrance exams, discipline, home environment, and the use of French at all levels of instruction. (EB)

ED 168 942 SO 011 604

Stahl, Robert J.

Validating a Modified Gagnean Concept-Acquisition Model: The Results of an Experimental Study Using Art-Related Content.

Pub Date-Apr 79

Note-26p.; Paper presented at Annual Meeting of the American Educational Research Association (San Francisco, California, April, 1979)

Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-Abstraction Levels, Art Appreciation, *Art Education, Comparative Analysis, *Concept Formation, *Concept Teaching, Data Analysis, Elementary Secondary Education, Fundamental Concepts, Grade 7, Grade 8, Junior High School Students, Learning Processes, Models, Research Methodology, *Social Science Research, Statistical Analysis, *Student Ability, Tables (Data)

This paper describes a study to determine whether students can, with appropriate instructional materials, develop and apply a knowledge of art concepts. An opening section reviews research on concept acquisition. This study utilized a concept acquisition model developed in 1970 by R. Gagne. Gagne's model proposed that concepts are learned through a hierarchy of processes including verbal information and problem solving. For the study, curriculum materials were developed based on art concepts of drawing, form, space, composition, line, and proportion. Subjects were 70 seventh and eighth graders from two schools in Mississippi. The students were divided into four classes: the two control classes received normal art instruction and the two experimental classes received instruction supplemented with occasional classwork and discussion based on the specially-developed curriculum materials. A posttest for all four classes required students to write critiques of a drawing and a painting. The critiques were analyzed for correct use of concept terms, number of value terms (good,'' bad''), and length. Results indicated that students in both experimental groups used concept terms more frequently and more correctly, and they wrote longer critiques. (AV)

ED 168 960 SO 011 637

Shennan, Margaret, Comp.
Europe in the Secondary School Curriculum. Report of the First Council of Europe Teacher's Seminar, September 26-28, 1978.
Council for Cultural Cooperation, Strasbourg (France).
Pub Date-78
Note-41p.
Available from-Council of Europe, Documentation Centre for Education in Europe, 67006 Strasbourg Cedex, Strasbourg, France (free)
Pub Type- Reports - Descriptive (141)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-Changing Attitudes, *Comparative Education, Concept Formation, Concept Teaching, *Cooperation, *Curriculum Development, Curriculum Evaluation, *Educational Needs, *Educational Objectives, *Educational Practice, Foreign Countries, Higher Education, High School Curriculum, Inservice Teacher Education, Interdisciplinary Approach, Language Arts, Program Evaluation, Social Studies, Teacher Role
Identifiers-Europe (West)

Presented are formal addresses and discussion group reports from a teacher in-service workshop held in Donaueschingen, Western Germany, in September, 1978 to acquaint European secondary school teachers with the Council of Europe's educational program. Specific objectives of the workshop were to discuss approaches to teaching about Europe in language arts and social studies programs in secondary schools and to investigate how to teach about political and economic cooperation in Europe since 1945. Participants included 26 teachers and teacher educators from Austria, Denmark, Ireland, Western Germany, Luxembourg, Norway, and the United Kingdom as well as two teachers from Canadian schools in Western Germany. Introductory statements stressed the desirability of a continuous program of in-service courses. Other speeches focused on treatments of European integration in various school systems, reasons to inculcate students with an awareness of European problems, and suggestions for teaching about European culture. Working group sessions discussed curriculum development, resources, approaches, and methods for various secondary grade levels. Recommendations for future workshops were that the sessions be informal, offer more opportunities for discussion by participants, and emphasize developing interdisciplinary approaches to teaching about Europe. (DB)

Resource Guide on Smoking and Health for Canadian Schools. Second Edition.

Department of National Health and Welfare, Ottawa (Ontario).

Pub Date-76

Note-43p.; Prepared by the Health Protection Branch

Available from-Health and Welfare Canada, Health Protection Branch, Ottawa, Ontario, K1A 1B7

Pub Type- Guides - Classroom - Teacher (052)

Document Not Available from EDRS.

Descriptors-Demonstrations (Educational), *Filmographies, Foreign Countries, *Health Education, *Leaders Guides, *Public Health, *Schools, *Smoking

Identifiers-*Canada

In addition to an overview of smoking and health, this resource guide provides (1) lesson guidelines focusing specifically on physical, social and economic, and psychological factors involved with smoking; (2) examples of simple experiments and demonstrations; (3) a guide to films, filmstrips, slides, and printed materials on smoking and health; (4) a glossary of terms used in discussion of smoking and health; and (5) a list of organizations to contact for additional material. A bibliography is also included. (DS)

ED 169 039 SP 014 056

Fox, Ronald And Others
Tracing Teacher Effects Through Student Behavior to Learning Outcomes.
Spons Agency-National Inst. of Education (DHEW), Washington, D.C.
Pub Date-Aug 78
Note-9p.; Paper presented at the Annual Meeting of the American Psychological Association, (Toronto, Canada, August 1978)
Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Academic Achievement, Grade 6, Interaction, *Performance Factors, Student Attitudes, *Student Behavior, *Teacher Behavior, *Teacher Characteristics

The relationship between teacher characteristics and classroom behavior and the academic achievement of students is examined. Observation focused upon the effect of specific teacher behaviors on student time-on-task in the classroom. It was posited that time-on-task produces gains in achievement, coping skill, self-esteem, and general attitude on the part of the student. Teacher characteristics and classroom behaviors were used to predict student time-on-task. An analysis of results of a year's observation of one sixth-grade class indicated that teacher characteristics do affect children's work habits, in expectable ways, and children's work habits, in turn, affect their learning, self-esteem, and broad coping skills. (JD)

ED 169 128 TM 008 665

Peck, Robert F. And Others

Student Evaluation of Teaching: A Multivariate Validation Study.

Texas Univ., Austin. Research and Development Center for Teacher
Education.

Spons Agency-National Inst. of Education (DHEW), Washington, D.C.
Pub Date-Aug 78
Contract-NE-C-00-3-0066
Note-11p.; Paper presented at the Annual Meeting of the American Psychological Association (86th, Toronto, Ontario, Canada, August 28-31, 1978)
Pub Type- Speeches/Meeting Papers (150) - Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Anglo Americans, Black Students, *Effective Teaching, Elementary Education, *Elementary School Teachers, Grade 6, Mexican Americans, *Student Evaluation of Teacher Performance, *Teacher Behavior, Test Bias, Test Reliability, *Test Validity
Identifiers-Student Evaluation of Teaching

Student Evaluation of Teaching (SET), a six-scale questionnaire, yielded an overall teaching effectiveness score for 53 teachers, rated by 1,128 Anglo, black, and Chicano students in their sixth grade social studies classes in 1974-75; and for 42 teachers (33 of them the same) in 1975-76 reading classes. SET correlated substantially with analogous attitude measures; was free of socio-economic status or ethnic bias; and correlated .38 to .68 with observers' teacher ratings. The SET scores for the first year correlated .68 with the SET scores for the second year. Teacher personality and behavior affected change in SET, as expected, and SET positively affected student outcomes. Almost all findings were replicated in the second year. (Author/MH)

ED 169 172 UD 019 267

Porter, John W.
A Policy Statement on Urban School Desegregation.
Education Commission of the States, Denver, Colo.
Pub Date-Feb 79
Note-15p.; For related documents, see UD 019 265-269
Available from-Not available separately; See UD 019 265
Pub Type- Opinion Papers (120)
Document Not Available from EDRS.
Descriptors-Academic Achievement, Basic Skills, Bus Transportation, *Change Strategies, Educational Finance, Educational Legislation, *Educational Quality, Elementary Secondary Education, Minority Groups, Residential Patterns, *School Integration, *School Segregation, *Socioeconomic Influences

Four separate societal movements in the past twenty-five years have brought about the belief that formal education is a means to an end rather than an end in and of itself: technological, educational, social, and population changes. Given these changes, the issue of urban desegregation must be reexamined from the viewpoint of the following principles: (1) there is a direct relationship between academically low, predominantly black schools, school segregation, and young adult unemployment; (2) there are no incentives for middle-class college oriented whites to voluntarily enroll their children in predominantly black schools; and (3) there is no way to provide heterogeneous schooling, because of white flight, unless the problem of housing patterns is addressed. There are three major explanations for the patterns of residential segregation: socioeconomic factors, racial discrimination, and individual preference. New incentives are needed to make compatible the conflicting goals of improving basic skills for minority children in specialized settings with uniquely prepared staffs and desegregating students into schools where teachers have not been properly trained. Such incentives may be magnet schools; incentives for school districts or individual schools; incentives for schools in conjunction with voucher plans; and financial incentives to children or parents for attending integrated schools. (Author/WI)

ED 168 854 SE 026 932

Webb, Norman L.
Mathematical Problem Solving Project Technical Report VI: Report on the Problem Sort Tasks for Teachers. Final Report.
Indiana Univ., Bloomington. Mathematics Education Development Center.
Spons Agency-National Science Foundation, Washington, D.C.
Pub Date-May 77
Grant-NSF-PES-74-15045
Note-79p.; For related documents, see SE 026 911-934; Parts may be marginally legible
Pub Type- Reports - Research (143)
EDRS Price - MF01/PC04 Plus Postage.
Descriptors-*Educational Research, Elementary Education, *Elementary School Mathematics, *Evaluation, *Mathematics Education, *Problem Solving, *Teaching Techniques
Identifiers-*Mathematical Problem Solving Project

One of the implicit goals of the Mathematical Problem Solving Project, MPSP, was to increase the teachers' awareness of what problem-solving is and of different ways of solving problems. The problem solving sort task was developed to assess change due to involvement with MPSP in the teachers' perception of what problems they would use to teach problem solving and which problems they felt their students would be interested in solving. Instrument development, administration, analysis, and results are given and conclusions stated. (MP)

ED 168 906 SE 027 567

Drawbaugh, Charles C. Locandro, Roger R.

The Effects of the New Jersey Hunter Education Program and Selected Demographic Variables of Students on Knowledge and Attitude Scores About the Sport of Hunting. Final Research Report.

Spons Agency-Fish and Wildlife Service (Dept. of Interior), Washington, D.C.; New Jersey State Dept. of Environmental Protection, Trenton.

Pub Date-Jun 78

Note-69p.; Contains occasional light type

Pub Type- Reports - Research (143)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors-*Accident Prevention, Attitudes, Educational Research, *Environmental Education, *Outdoor Education, *Recreation, *Safety, Wildlife Management

Identifiers-*Hunter Education

In order to assess the effect of a hunter education program on knowledge and attitudes toward hunting, students enrolled in the eight-hour New Jersey Hunter Education Course were administered the New Jersey Hunter Education Examination Number 4 and the Attitude Inventory for Hunters as a pretest and posttest. The hunter education course is required of all persons being issued a first hunting license. Eleven hunter education classes from eleven New Jersey countries participated in the study. The results were structured around the categories of demography, knowledge about hunting, attitudes about hunting, and correlations between knowledge and attitude scores. The findings were related to such variables as classes, age, sex, previous hunting licenses, hunters in the home, and magazines received. There was a significant correlation between both pretest and posttest knowledge and attitude scores. (BB)

ED 169 011 SP 014 006

Solving Multi-Ethnic Problems (Lakemont High School: A Simulation Game for High School Teachers). Description of Teacher Inservice Education Materials. Summary Information.

National Education Association, Washington, D.C. Project on Utilization of Inservice Education R & D Outcomes.
Spons Agency-National Inst. of Education (DHEW), Washington, D.C.
Pub Date-Oct 77
Contract-400-76-0091
Note-8p.
Pub Type- Reports - Descriptive (141)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Classroom Integration, *Inservice Teacher Education, *Instructional Materials, *Learning Modules, *Multicultural Education, *Race Relations, Role Playing, Secondary Schools, Simulation, Student Attitudes, Teacher Attitudes, Validated Programs

The learning module described is designed for the use of school personnel who deal with problems considered typical in desegregated and integrated secondary schools. The scope of the material is presented through a modified table of contents from the program director's manual. Activities and resources involved in use of the module are described. Also included are ordering information and a critique of the module. (JD)

ED 169 087

TM 008 457

Finkler, Deana Leach, Marilyn

Assessment of a University Instructional Evaluation System by Student Consumers.

Pub Date- Mar 78

Note-33p.; Paper presented at the Annual Meeting of the American Educational Research Association (62nd, Toronto, Ontario, Canada, March 27-31, 1978)

Pub Type- Speeches/Meeting Papers (150) - Reports - Research (143) - Tests/Questionnaires 160)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-College Teachers, *Course Evaluation, *Enrollment Influences, Higher Education, *Information Utilization, *Student Evaluation of Teacher Performance, Student Needs, *Test Results, Undergraduate Students

Identifiers University of Nebraska Omaha

In order to evaluate the format and use of the instructor evaluation instrument at the University of Nebraska, Omaha, an urban commuter campus, 1,238 undergraduates answered a 31-item questionnaire. Results indicated that students' choices of classes were largely dictated by requirements of their major and by their work schedules. The six most significant sources of information which influenced course decisions were in order of importance; (1) class schedule; (2) previous experience with a professor; (3) friend's recommendation; (4) course description; (5) faculty recommendation; and (6) instructor evaluation. It was concluded that the current instructor evaluation form was not serving the needs of the student body. Samples of the instructor evaluation form and the student survey on instructor evaluation, as well as survey results, are appended. (MH)

ED 169 107 TM 008 536

Gray, Peter J.

A Technology for Program Documentation and Evaluation: A Pilot Meta-Evaluation.

Pub Date-Mar 78
Note-30p.; Paper presented at the Annual Meeting of the American Educational Research Association (62nd, Toronto, Ontario, Canada, March 27-31, 1978); last page has been removed due to marginal legibility of original document
Pub Type- Speeches/Meeting Papers (150) - Reports - Research (143)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*Documentation, Elementary Secondary Education, Evaluation Criteria, *Evaluation Methods, Higher Education, *Pilot Projects, *Program Descriptions, Program Development, *Program Planning
Identifiers-*Meta Evaluation

Meta evaluation, or the evaluation of evaluations, was applied to a technology for program documentation and evaluation used in a mainstreaming project. The technology consisted of four phases: (1) planning for decision-making; (2) documenting actual program outcomes; (3) implementing decisions; and (4) instituting program renewal. This pilot meta evaluation focused only upon the planning board and detail file tasks of phase 1. These tasks formed a plan for day-to-day project management. The eight people involved in the development of the planning board and detail file were questioned regarding implementation, quality, and use. The pilot meta evaluation methods were generally considered to be clear, thorough, and appropriate; however, several modifications for full-scale meta evaluation were suggested. (CP)

ED 168 881 SE 027 509

Blosser, Patricia E., Ed. Steiner, Robert L., Ed.
Investigations in Science Education, Vol. 5, No. 1. Expanded Abstracts and Critical Analyses of Recent Research.
Ohio State Univ., Columbus. Center for Science and Mathematics Education.
Pub Date-79
Note-70p.
Available from-Information Reference Center (ERIC/IRC), The Ohio State University, 1200 Chambers Rd., 3rd Floor, Columbus, Ohio 43212 (subscription $6.00, $1.75 single copy)
Pub Type- Reports - Research (143)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-Discipline, *Educational Research, Inquiry Training, *Instruction, Process Education, *Research, *Research Methodology, *Science Education, Teaching Methods
Identifiers-*Keller Plan

Included in this issue of "Investigations in Science Education" are 10 abstracts all related to instruction. The articles relate to topics such as process skill acquisition, reading, grouping and pacing, inquiry and hunch generation, use of the metric system, and classroom management. Each abstract-analysis includes biographical data, research design and procedure, purpose, research rationale, and the abstractor's analysis of the research. (PEB)

ED 168 984 SP 013 973

Balzan, Robert A.

Marin County Teacher Learning Cooperative: Phase II, Volume 1.

Pub Date-Aug 78
Note-166p.; For related document, see SP 013 974; Ed.D Dissertation, Nova University
Pub Type- Reports - Descriptive (141)
EDRS Price - MF01/PC07 Plus Postage.
Descriptors-Education, Elementary Education, Inservice Programs, Inservice Teacher Education, *Needs Assessment, Organization, *Practicums, Program Development, *Program Evaluation, *Program Improvement, *Teacher Centers, *Teacher Participation

This report describes the second phase of a teacher learning cooperative project designed to coordinate the economic, physical, and human resources of a number of small elementary school districts in California and the Marin County Superintendent of Schools Office. Whereas the first phase dealt with the formation and implementation of the cooperative, the second phase was designed to remedy the organizational weaknesses of the original framework and further refine the established structure. The report emphasizes those processes and strategies that are central to the development and implementation of professional growth at the elementary school level and stresses evaluation and solution of problems. This first volume provides a description of the practicum, procedures for assessment and development, and some conclusions and suggestions for further applications. A bibliography is also included. (DS)

ED 169 040 SP 014 059

Orsini-Romano, Clara Pascale, Isabel D.

Planning Tomorrow's Curriculum.

Pub Date-Oct 78
Note-13p.
Pub Type- Opinion Papers (120) - Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Child Development, Creative Thinking, *Curriculum Development, *Curriculum Planning, Daily Living Skills, *Educational Objectives, *Futures (of Society), Learning Processes, *Relevance (Education), *Social Change

Curriculum planning for the future must recognize and accept certain premises: forces at work in society greatly influence the nature and direction of the curriculum; students in our society possess varied backgrounds, capabilities, interests, and aptitudes that must be met; common curriculum designs have many strengths; a curriculum to foster thinking and effective human relations is needed if education is to bring about change. Reasoning skills and independent learning should play an important part in tomorrow's curriculum, and more emphasis must be given to process than to memorization. Curriculum methodology thus becomes critical, and any method that will enable children to learn how to learn will be of great value. (DS)

McIntosh, Vergil M.

Estimating Examination Failure Rates and Reliability Prior to Administration.

Air Univ., Gunter AFS, Ala. Extension Course Inst.
Pub Date-Oct 75
Note-16p.; Not available in hard copy due to marginal legibility of original document
Pub Type- Reports - Research (143)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-Complexity Level, Item Banks, Postsecondary Education, Statistical Analysis, Student Testing, *Test Construction, Test Items, *Test Reliability
Identifiers-Item Discrimination (Tests)

Using estimates of item ease and item discrimination, procedures are provided for computing estimates of the reliability and percentage of failing scores for tests assembled from these items. Two assumptions are made: that the average item coefficient will be approximately equal to the average of the estimated coefficients and that the score distribution for the test will be approximately normal. The predicted mean test score is equal to the sum of item ease coefficients, and the predicted variance is equal to the square of the sum of item discrimination indices divided by 4.5. The fail point is always sixty percent of the number of items. Normal curve tables are used to estimate the percent of score below the fail point. A normal curve probability table is provided, as is a computer program in BASIC for using this method. The results of using this procedure with seventeen tests are presented and compared with the obtained score distribution statistics for samples of either 51 cases or 201 cases. Kuder-Richardson formula 21 reliability coefficients may also be obtained from this procedure. (CTM)

ED 169 194 UD 019 298

Doll, Russell

The End of Publicly Supported Education: A Prophecy, or, How I Learned to Stop Worrying and Love the Company School.

Pub Date- 79
Note-21p.; Not available in hard copy due to the reproduction quality of the original document; Paper presented to the World Future Society (Houston, Texas, October 20, 1978)
Pub Type- Opinion Papers (120) - Speeches/Meeting Papers (150)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-*Economic Factors, Educational Finance, *Educational Trends, Elementary Secondary Education, Financial Problems, *Futures (of Society), Higher Education, *Private Financial Support, *Public Education, *Social Influences

Focusing on education in the United States, this paper proposes that corporately funded education will eventually replace publically supported systems. It is argued that corporate education will develop as multi-national corporations (MNC) become the dominant economic and social force in the world eventually supplanting the nation/state as we know it today. The potential for MNC displacing the nation/state is described and compared to the displacement of the Church by the nation/state. Economic and social problems facing both higher and elementary/secondary education are discussed. It is hypothesized that these problems will lead to the need for new support structures for education. It is also argued that the costs of shrinking resources and spiraling inflation will lead to an inability to support the nation/state, that this in turn will force the nation/state into supporting only basic services as priorities, and that the corporation will be the only viable institution to provide services such as education. Speculation on the form this education will take is suggested. (Author/EB)

Glaser, Kurt
Designing Political Institutions for Multi-Ethnic Countries.
Pub Date-Nov 78
Note-34p.; Paper presented at Annual Meeting of the Third World Conference (Omaha, Nebraska, November 16-18, 1978)
Pub Type- Speeches/Meeting Papers (150) - Opinion Papers (120)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*Area Studies, *Developing Nations, Ethnic Groups, Foreign Countries, Governance, Government Role, Group Unity, International Relations, Minority Groups, *Nationalism, Political Divisions (Geographic), *Political Power, Political Socialization, Politics, *Power Structure, Religious Cultural Groups, *Revolution, Social Change, Social Problems
Identifiers-Africa, Asia

Although the American political system is characterized by commitment to democracy and self-determination, the American government has traditionally taken an interest in the political development of other countries. The recent intervention of the U.S. in the political development of Southwest Africa/Namibia is an example. In the body of this paper the author reviews in detail the history of political domination by certain groups over other groups, as demonstrated by (1) the development of France as a nation from a territorial stage, (2) Ian Smith's transitional government in Rhodesia, (3) struggles among tribal groups for political control or identity in Zambia, Tanzania, Kenya, and Uganda, and (4) tension between ethnic groups in Guyana, Trinidad-Tobago, Malaysia, and Sri Lanka. The author concludes that the political needs of multi-ethnic countries cannot be fulfilled by unitary territorial democracy or by territorial federalism. Each group must be able to organize politically and to administer its own affairs with an equitable share of public resources. Where nationalities are intermingled, the principle of personal autonomy should be invoked, enabling the organs of each nationality to provide education, cultural facilities, and other services. In this way, political socialization can build on traditional social groups instead of destroying them. (Author/AV)

ED 168 943 SO 011 605

Goldsmith, W. Mack
General Religious Studies Content in the Psychology of Religion.
California State Coll., Stanislaus.

Pub Date-78
Note-16p.; Paper presented at Annual Meeting of the American Psychological Association (Toronto, Ontario, Canada, August 30, 1978) ; Parts may not reproduce clearly
Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Course Content, Course Objectives, Educational Problems, Higher Education, *Psychology, Questionnaires, *Religion, Religious Education, Research Methodology, Social Science Research, *Sociology, *Student Attitudes, Student Opinion, *Teacher Attitudes

Results of a survey to determine student demand for religious studies content in introductory psychology and sociology of religion courses are discussed. The survey was administered to 382 members of the American Psychological Association and the Society for the Scientific Study of Religion. Respondents reported that approximately one-fourth of their courses were devoted to religious topics and three-fourths of the courses were devoted to the main discipline, either psychology or sociology. Approximately one-half of the students in these courses were primarily interested in religion rather than the main discipline; thus the demand for religious content such as comparative religions or theology was moderately heavy. Although many instructors reported trying to accommodate the student demand, the consistent reply to the student responses was negative; generally, instructors do not perceive that the goals of their courses include providing religious studies content. Therefore, respondents indicated that considerable tensions existed between students and instructors because their respective course goals differed substantially. Techniques used by instructors to accomodate the student demands include concrete assignments: student religious autobiographies, participation in religious services, resource speakers, and student-initiated taped interviews. (KC)

Solving Multi-Ethnic Problems (Valleybrook School: A Simulation Game for Elementary Teachers). Description of Teacher Inservice Education Materials. Summary Information.

National Education Association, Washington, D.C. Project on Utilization of Inservice Education R & D Outcomes.

Spons Agency-National Inst. of Education (DHEW), Washington, D.C.
Pub Date-Oct 77
Contract-400-76-0091
Note-8p.
Pub Type- Reports - Descriptive (141)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Changing Attitudes, Educational Games, *Inservice Education, Inservice Teacher Education, *Problem Solving, *Race Relations, Role Playing, School Environment, *School Integration, *School Personnel, *Simulation, Validated Programs

The inservice program and materials described here are intended to increase understanding and, when necessary, to encourage a change in attitude on the part of teachers dealing with problems considered typical in desegregated and integrated schools. Realistic situations designed to give participants the opportunity to encounter and deal with lifelike problem-solving experiences are set forth in the materials. This descriptive report provides information on the purposes and content of the program as well as activities and resources involved. A critique, history of development, and ordering information are also included. (DS)

ED 169 129　　　TM 008 666

Peck, Robert F. And Others
Coping Styles That Predict Achievement in Germany, Japan, and America.
Texas Univ., Austin. Research and Development Center for Teacher Education.
Spons Agency-National Inst. of Education (DHEW), Washington, D.C.; Office of Education (DHEW), Washington, D.C.
Pub Date-Aug 78
Contract-NE-C-00-3-0066; OEC-5-85-063
Note-13p.; Paper presented at the Annual Meeting of the American Psychological Association (86th, Toronto, Ontario, Canada, August 28-September 1, 1978)
Pub Type- Speeches/Meeting Papers (150) - Reports - Research (143)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Academic Achievement, Academic Aptitude, Age Differences, *Coping, Cross Cultural Studies, *Cultural Differences, Elementary Secondary Education, Foreign Countries, *Grade Point Average, *Motivation, Predictive Ability (Testing), *Predictor Variables, *Work Attitudes
Identifiers-Japan, Texas (Austin), United States, West Germany

Coping skills and work motivation were investigated as predictors of academic achievement in Japan, West Germany, and Austin, Texas. Data were gathered from a sample of 3,600 ten and fourteen-year olds. Aptitude was measured by the Raven Progressive Matrices; achievement was measured by standardized tests in reading and mathematics, and by grade point average (GPA). A number of instruments were developed to assess coping skills and work motivation. Three general conclusions were made. (1) The amount of total variance explained was substantial, except for the case of GPA in the German high schools. (2) The coping/motivation measures accounted for more of the variance in achievement than did aptitude, at age 14, in all cases except math and GPA in Germany. Even at age ten, these measures accounted for the largest portion of the explained variance in reading in all countries. (3) There are major differences in the factors that account for achievement in these three countries; and there are age differences that also vary from one country to another. The coping and motivational factors which had the most power in predicting reading achievement and GPA in 14-year olds in each country are listed. (Author/GDC)

ED 169 151 UD 019 236

Jones, Faustine C.
Historic Roles of Public Education.
Howard Univ., Washington, D.C.
Spons Agency-Department of Health, Education, and Welfare, Washington, D.C.
Pub Date-25 Jan 79
Contract-100-79-0017
Note-46p.; Not available in hard copy due to reproduction quality of the original document
Pub Type- Reports - Research (143) - Historical Materials (060)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-*Black Education, Court Cases, *Educational History, Educational Policy, *Educational Practice, *Educational Principles, Elementary Secondary Education, Equal Education, Government Role, Immigrants, *Public Education, *Public Opinion, Racial Segregation, United States History

This paper uses a chronological approach in examining the historic and current roles of public education as they relate to majority group education and the education of blacks. A survey of historical and educational literature points out conflicting conceptions of education and crosscurrents in educational thought with respect both to Federal policy-making and programs, and to public attitudes along these dimensions. Differences and changes in educational policy regarding majority and black education are described and traced through the 18th and 19th centuries. References are made to the prevailing educational policy of exclusion for blacks until the end of the Civil War and to the divisiveness public education created between immigrants and their children. Court decisions which influenced changes in educational policy are cited. It is argued that public schools in general, and programs and other public efforts to assist blacks in particular, are still under attack from significant portions of the American public. (Author/EB)

Springer, George And Others

Mathematical Problem Solving Project Technical Report VIII: Miniprojects (A Mathematical Probe). Final Report.

Indiana Univ., Bloomington. Mathematics Education Development Center.
Spons Agency-National Science Foundation, Washington, D.C.
Pub Date-May 77
Grant-NSF-PES-74-15045
Note-45p.; For related documents, see SE 026 911-934; Parts may be marginally legible
Pub Type- Reports - Research (143)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Elementary Education, *Elementary School Mathematics, *Instruction, *Mathematical Applications, *Mathematics Education, Problem Sets, *Problem Solving, *Student Projects
Identifiers-*Mathematical Problem Solving Project

As part of the Mathematical Problem Solving Project, MPSP, the goals and purposes of miniprojects are explored. Various conjectures are presented which are based partially upon observation of children working on projects and partially upon the opinions of mathematicians who have observed how problem-solving processes are used in real-world situations. Four miniprojects are outlined and a report on one project is given. (MP)

ED 168 882 SE 027 510

Blosser, Patricia E., Ed. Steiner, Robert L., Ed.

Investigations in Science Education, Vol. 5, No. 2. Expanded Abstracts and Critical Analyses of Recent Research.

Ohio State Univ., Columbus. Center for Science and Mathematics Education.
Pub Date-79
Note-66p.
Available from-Information Reference Center (ERIC/IRC), The Ohio State University, 1200 Chambers Rd., 3rd Floor, Columbus, Ohio 43212 (subscription $6.00, $1.75 single copy)
Pub Type- Reports - Research (143)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-*Achievement, *Attitudes, *Educational Research, Inservice Teacher Education, Instruction, Preservice Education, Research, *Research Methodology, *Science Education, Teacher Education
Identifiers-*Instrument Development

This issue of "Investigations in Science Education" contains abstracts and critical analyses of eight articles grouped into three topical areas: (1) instrument development; (2) attitude studies; and (3) achievement. In addition, it also contains a response to the analysis of an article included in a prior issue. Each abstract-analysis includes biographical data, research design and procedure, purpose, research rationale, and the abstractor's analysis of the research. (PEB)

ED 168 907 SE 027 573

Lauby, Anne, Ed.

Social Sciences in Forestry, A Current Selected Bibliography, No. 48, February 1979.

Virginia Polytechnic Inst. and State Univ., Blacksburg. Div. of Forestry and Wildlife Resources.

Pub Date-Feb 79
Note-78p.
Pub Type- Reference Materials - Bibliographies (131)
EDRS Price - MF01/PC04 Plus Postage.
Descriptors-Agriculture, Conservation (Environment), *Forestry, Management, Manufacturing, *Natural Resources, *Social Sciences, *Trees
Identifiers-*Forest Management, *Timber Management

Compiled is a selected bibliography of social sciences in forestry, including economic, historic, sociological, and business aspects. Five major inclusive categories are the following: social science applied to forestry at large, applied to forestry's productive agents, applied to forest production, applied to manufacturing, and applied to marketing, trade, and demand for forest output. Arranged alphabetically by author, each entry contains the source of information, place and date of publication, volume number, and number of pages. A brief description of each resource is given. Compilation sources include many periodical professional journals, Forestry Abstract,'' Dissertation Abstracts,'' the USDA Bibliography of Agriculture,'' FAO Documentation,'' and publication lists from the United States Forest Service experiment stations. (BB)

ED 168 961 SO 011 638

Toler, Donna J.
Appreciation of Humor: Implications for Educators.
Pub Date-Aug 78
Note-13p.
Pub Type- Reports - Research (143)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Adults, *Behavior Patterns, *Childhood Interests, Curriculum Development, Data Analysis, *Educational Needs, Educational Practice, Elementary Education, Grade 5, *Humor, Individual Development, Individual Differences, *Individual Psychology, Instructional Improvement, *Perception, Statistical Analysis, Student Attitudes, Tables (Data)

A study was undertaken to determine which types of verbal humor are preferred by children and to discover how well adults can predict what children will perceive as humorous. Fifteen adults (education students, parents, and teachers) were asked to rate 25 jokes on a four point scale ranging from not funny at all and not very funny to kind of funny and very funny. The 30 fifth grade students who participated in the study were volunteers from two elementary schools in Racine County, Wisconsin. The jokes, which were selected from five popular children's joke books, represented four types of humor incongruity, novelty, tendentious, and pun or word play. A fifth category, non-humorous, was also included. The fifth graders were directed to rate each joke on its own merits. At the same time, the adult control group was asked to rate the jokes the way they thought a fifth grader would rate them. Findings indicated that fifth graders and adults are more alike than different in their appreciation of humor, that appreciation of verbal humor is highly individual, and that adults tend to feel that fifth graders will find things funnier than they actually do. The implication for curriculum developers who wish to use humor in instruction is that they should pretest materials with a target audience. (DB)

ED 169 088 TM 008 480

Educational Research in America. Annual Report 1975.
National Inst. of Education (DHEW), Washington, D.C. National Council on Educational Research.
Pub Date-31 Mar 76
Note-53p.; Not available in hard copy due to marginal legibility of original document
Pub Type- Reports - Descriptive (141)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-*Administrative Agencies, Agency Role, Basic Skills, Career Development, Directories, Educational Finance, *Educational Research, Elementary Secondary Education, Equal Education, Expenditures, *Federal Aid, *Federal Programs, Information Dissemination, *Information Networks, Postsecondary Education, Problem Solving, Research and Development Centers, Research Projects
Identifiers-*National Council on Educational Research, *National Institute of Education

The National Council on Educational Research (NCER), and its parent organization, the National Institute of Education (NIE), were established by law in 1972. NCER functions as an advisory arm to NIE, by establishing general policies; recommending programs to strengthen educational research and to disseminate and implement research findings; conducting research; and preparing annual reports on the current status of educational research and on the activities of NIE. During 1975, NCER reviewed the 1976 NIE budget proposals, based on the priorities established by NCER for the continued evaluation of NIE programs and products, and appointed consultants to study NIE's funding policies and its role in the development of a national educational research and development system. In this annual report, NCER has reviewed NIE's programs, which include: (1) basic skills; (2) educational equity; (3) education and work; (4) finance and productivity; (5) school capacity for problem solving; and (6) information dissemination and educational resources. A list of organizations performing research and development in education and a review of NIE's 1975 expenditures are appended. (MH)

ED 169 108 TM 008 537

Lunneberg, Clifford E. Lunneborg, Patricia W.

Sex Composition of Criterion Groups in the Discrimination of College Graduating Major Groups. 79-6. Project No. 622.

Washington Univ., Seattle. Educational Assessment Center.

Pub Date-Nov 78
Note-28p.
Pub Type- Reports - Research (143)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-College Graduates, *College Majors, Discriminant Analysis, Higher Education, *Interest Scales, *Predictive Ability (Testing), Scores, Senior High Schools, *Sex Differences, Test Bias, *Test Interpretation, *Vocational Interests
Identifiers-Vocational Interest Inventory (Lunneborg)

To determine the most appropriate use of interest scales in predicting college major at graduation, data from the Vocational Interest Inventory were analyzed. Subjects were 2,175 college graduates who had taken the inventory as high school juniors, and had graduated in one of 22 majors. The effects upon accuracy of classification and conceptual clarity of discriminant function results were compared, based on three different approaches to the sex composition of college major or criterion groups. On both grounds, naturally-occurring mixed-sex groups were preferred to either separate analyses by sex or to statistically balancing the sexes within major groups. (Author/CP)

ED 169 173 UD 019 268

Willie, Charles V.

State and Local Responsibility for Promoting Learning Environments of Equity and Equality: A Conceptual Analysis.

Education Commission of the States, Denver, Colo.

Pub Date-Feb 79

Note-19p.; For related documents, see UD 019 265-269

Available from-Not available separately; See UD 019 265

Pub Type- Opinion Papers (120)

Document Not Available from EDRS.

Descriptors-*Decision Making, Educational Planning, Educational Policy, *Educational Practice, *Educational Principles, Educational Quality, Elementary Secondary Education, Equal Education, *Government Role, *Local Government, School Integration, *State Government

This paper presents a conceptual analysis of the different responsibilities that State and local levels should assume in promoting the purposes of education. It is their responsibility to provide learning environments that promote equity and equality. The problem for State and local authorities with reference to desegregated education is that of both promoting and controlling conflict as a creative process that enhances learning opportunities. Two questions serve as guidelines for the analysis of the purpose of desegregated education: What is the optimum balance between homogeneity and heterogeneity of decision making units? And what is the appropriate distribution of such units at varying levels of governance? It is concluded that decisions about equality the statements of principle are best made at the state level, remote from the location of implementation where considerations of self interest tend to create an emotionally charged atmosphere. However, decisions about educational practice should be made at the local level, for such decisions are decisions about equity. When the state and the locality have divided responsibilities pertaining to principle and practice in desegregated education, they serve as a system of checks and balances. (Author/WI)

Balzan, Robert A.
Marin County Teacher Learning Cooperative: Phase II, Volume 2.
Pub Date-Aug 78
Note-160p.; For related document, see SP 013 973; Not available in hard copy due to marginal reproducibility of original document; Ed.D Dissertation, Nova University
Pub Type- Reports - Descriptive (141)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-Elementary Education, Inservice Programs, Inservice Teacher Education, *Needs Assessment, Organization, *Practicums, Program Development, *Program Evaluation, *Program Improvement, *Teacher Centers, *Teacher Participation

This report describes the second phase of a teacher learning cooperative project designed to coordinate the economic, physical, and human resources of a number of small elementary school districts in California and the Marin County Superintendent of Schools Office. Whereas the first phase dealt with the formation and implementation of the cooperative, the second phase was designed to remedy the organizational weaknesses of the original framework, and further refine the established structure. The report emphasizes those processes and strategies that are central to the development and implementation of professional growth at the elementary school level, and stresses evaluation and solution of problems. This second volume provides appendices of information about the program including attendance reports, minutes of meetings, county by-laws, evaluation forms and questionnaires, and other descriptive materials. (DS)

ED 169 041 SP 014 062

Elementary Media Curriculum for Teachers and Media Specialists.
Adams-Arapahoe School District 28-J, Aurora, Colo.
Pub Date-Jan 79
Note-42p.; Not available in hard copy due to marginal reproducibility of original document.
Pub Type- Guides - Classroom - Teacher (052)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-Audiovisual Instruction, *Curriculum Development, *Elementary Education, *Information Utilization, *Instructional Media, *Library Instruction, Library Material Selection

The intent of this work is to provide a guideline for development of an elementary curriculum on the use of media skills to enhance existing curriculum. The primary focus is upon instructing children on how to use audiovisual equipment and resources available in their school or local library. Suggested activities and an evaluation tool are included with this curriculum. (JD)

ED 168 856 SE 026 934

LeBlanc, John F. Springer, George

Mathematical Problem Solving Project: Problem Solving Strategies and Applications of Mathematics in the Elementary School. Final Report.

Indiana Univ., Bloomington. Mathematics Education Development Center.
Spons Agency-National Science Foundation, Washington, D.C.
Pub Date-May 77
Grant-NSF-PES-74-15045
Note-30p.; For related documents, see SE 026 911-933; Contains occasional light type
Pub Type- Reports - Research (143)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Elementary Education, *Elementary School Mathematics, *Instruction, *Mathematical Applications, *Problem Solving, *Program Descriptions
Identifiers-*Mathematical Problem Solving Project

An overview of the Mathematical Problem Solving Project, MPSP, is given. The goals, organization, and history of the project are described and the progress toward those goals is discussed. The outcomes of the project are stated, a brief diary of activities given, and a listing of technical reports made. (MP)

Inner-City Simulation Laboratory (ICSL). Description of Teacher Inservice Education Materials. Summary Information.

National Education Association, Washington, D.C. Project on Utilization of Inservice Education R & D Outcomes.
Spons Agency-National Inst. of Education (DHEW), Washington, D.C.
Pub Date-Jul 77
Contract-400-76-0091
Note-8p.
Pub Type- Reports - Descriptive (141)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Disadvantaged Youth, Elementary Education, Experiential Learning, *Inservice Teacher Education, *Simulation, *Teacher Education, *Teaching Methods, Urban Education, *Urban Teaching, Validated Programs

The teacher program described here was designed to create a deeper understanding of a wide span of instructional problems unique to the inner-city school setting, putting participants in a position of forming teaching strategies of their own as solutions. Such school problems as overcrowded classes, frequent daily interruptions, playground bullies, attention-getters, and the like are included in the package. This descriptive report provides information on the purposes and content of the program as well as activities and resources involved. A critique, history of development, and ordering information are also included. (DS)

ED 169 068 TM 007 565

Kennedy, William R. Lorish, Christopher

Sociological and Psychological Antecedents of Evaluation Resistance: A Case of the Data Use and Disuse Phenomenon.

Pub Date-Mar 78
Note-36p.; Paper presented at the Annual Meeting of the American Educational Research Association (62nd, Toronto, Ontario, Canada, March 27-31, 1978)
Pub Type- Speeches/Meeting Papers (150) - Reports - Descriptive (141)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*Affective Objectives, *Change Strategies, Curriculum Development, Elementary Education, Evaluators, Improvement Programs, *Information Utilization, *Motivation, Reading Achievement, *Self Concept, Teacher Administrator Relationship, *Teacher Attitudes

A two-year project involved two elementary school faculties in planning curricular change. Both schools selected two major goals: to improve reading achievement scores and student self-concept. University personnel served in a consultant/trainer role. The school staffs expressed doubt about the feasibility or the necessity of the self-concept goal; the teachers seemed perplexed about what self-concept was and how they would implement approaches that would raise the self-concept scores of the children. Data presentations outlining the self-concept profiles for each building were essentially ignored. Coupled with the questions about self-concept, the seeds of a suspicion were sown; teachers did not accept self-concept as a causal or important variable in the improvement of reading. This hypothesis is discussed in terms of how teachers view evaluation; the administrative structure of the school system; the relatively unsophisticated level of data conception held by teachers, and Herzberg's two-factor theory of motivators and hygienic factors which decrease motivation. It is concluded that teachers view self-concept as a hygienic factor in classroom motivation self-concept is not the key to achievement gains. (Author/GDC)

ED 169 152 UD 019 238

Glover, Trienne
Career Opportunities in Chemistry and Chemical Engineering.
Institute for Services to Education, Inc., Washington, D.C.
Pub Date- 78
Note-10p.; For a related document, see UD 019 227
Pub Type- Reference Materials - Directories/Catalogs (132)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Career Opportunities, *Chemistry, Engineering Education, Females, Higher Education, Minority Groups
Identifiers-*Chemical Engineering

This pamphlet discusses career and employment opportunities in chemical engineering. Necessary college preparation is described and median salaries by degree are tabulated. Nontraditional careers in chemistry are also described. Future demand for chemists and chemical engineers is projected to 1985 and the availability of jobs for women and minorities is examined. (WI)

Rowntree, Helen W.
The Puerto Rican Child in Boston: A Background Study of Puerto Rican History and Culture and the Bilingual Education Program.
School Volunteers for Boston, Inc., Mass.
Spons Agency-New England Telephone, Boston, Mass.
Pub Date-Nov 73
Note-73p.; Several pages (pictures) have been deleted; Not available in hard copy due to the print quality of the original document
Pub Type- Guides - General (050) - Reports - Research (143)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-*Bilingual Education, Elementary Secondary Education, English (Second Language), History, *Puerto Rican Culture, *Puerto Ricans, *Volunteers
Identifiers-*Massachusetts (Boston)

In this manual for volunteers working with Puerto Rican children in Boston, background information is provided about Puerto Rican history and culture. In addition, a detailed description of the Puerto Rican community in Boston is included. There is a short description of the bilingual education program in Massachusetts and a longer description of the bilingual program in Boston. The place of the volunteer in the English as a second language (ESL) program in Boston is discussed. (PR)

ED 168 883 SE 027 512

An Analysis of Federal R&D Funding by Function, Fiscal Years 1969-1979. Survey of Science Resources Series.

National Science Foundation, Washington, D.C. Div. of Science Resources Studies.

Report No.-NSF-78-320

Pub Date-Dec 78

Note-146p.; Not available in hard copy due to marginal legibility of original document

Available from-Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (Stock Number 038-000-00402-6; $2.50)

Pub Type- Reports - Descriptive (141) - Collected Works - Serials (022)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-*Budgets, Cost Indexes, Energy, Environment, *Expenditures, *Federal Aid, Federal Programs, Government Role, National Defense, *Research, *Scientific Enterprise, Social Problems, Space Sciences

Federal funds continue to underwrite about 50 of the national research and development (R&D) enterprise, and the nature of this support continues to be of special interest to policymakers. This report provides data on trends within functional areas and noteworthy shifts among areas. It is based on an annual National Science Foundation survey. Federal R&D priorities, identified in order of financial expenditures are: (1) national defense; (2) space; (3) health; (4) energy; (5) environment; (6) science and technology base; (7) transportation and communication; (8) natural resources; (9) agriculture; (10) social services; (11) education; (12) housing; (13) economics; (14) international cooperation; and (15) crime prevention. The 1979 federal budget presented in January 1978 reflected greater austerity in regard to R&D programs than did the three previous ones in which overall R&D growth exceeded inflation each year. R&D programs emphasized were those that met direct federal needs, general social and economic needs, or the need to accelerate private R&D efforts because of overriding national interest. (BB)

ED 168 926 SO 011 584

Alexander, Robert J.

State Consumer Education Policy Manual.

Education Commission of the States, Denver, Colo.

Spons Agency-Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C. Office of Consumers' Education.

Pub Date-Jan 79
Grant-G007703050
Note-129p.; Policy statements may not reproduce clearly due to small and broken type of original document
Pub Type- Reports - Research (143)
EDRS Price - MF01/PC06 Plus Postage.
Descriptors-Board of Education Policy, *Comparative Analysis, Consumer Economics, *Consumer Education, Curriculum, Data Analysis, Educational Assessment, *Educational Policy, Elementary Secondary Education, Instructional Design, National Surveys, Performance Criteria, Policy, Program Content, School Policy, *State Programs, State Surveys, Tables (Data)

This manual is a compilation of state policies in consumer education. It is based on a national survey, conducted in 1978 by the Education Commission of the States (ECS), of the 50 states and Washington, D.C. Intended for use by policymakers, administrators, curriculum specialists, and consumer educators, the manual defines consumer education as including consumer decision-making, economics, personal finance, and consumers' rights and responsibilities. Section I provides a comparative overview of each state's policy. Presented in chart format, the data include whether the state has a policy; year of adoption; who developed the policy (i.e., legislature, state board of education); type of policy; specific requirements at state, local, and student levels; instructional format required; and program content required. Section II presents each state's policy. Information is given on source and adoption of each policy, exact wording of the policy as furnished by each state to ECS, and comments about related activities that go beyond the specifications of the existing policy. In section III state-level policies and programs have been combined to provide an analysis of each state education agency's activities. For each state, tabular data indicate program content areas, types of students who receive instruction, program structure, availability of performance studies, and relationship of the consumer education program to existing basic competencies programs. Section IV lists resource materials and personnel for consumer education in each state. (AV)

ED 168 944 SO 011 606

Baker, Kendall L., Ed.

Postwar Developments in German Political, Social and Security Policies.

Indiana Univ., Bloomington. Inst. of German Studies.

Spons Agency-Volkswagen Foundation, Hanover (West Germany).

Pub Date-79

Note-62p.; Papers presented at the Conference on West Germany and the United States: A Systems Comparison Analysis'' (Bloomington, Indiana, April 12-17, 1977)

Available from-Institute of German Studies, Indiana University, Ballantine Hall 665, Bloomington, Indiana 47405 ($2.00 plus $0.25 postage and handling)

Pub Type- Information Analysis (070) - Speeches/Meeting Papers (150)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-Access to Education, Comparative Analysis, *Cross Cultural Studies, Cultural Awareness, Decision Making, Educational Needs, Educational Practice, Elementary Secondary Education, *European History, *Foreign Countries, Futures (of Society), Higher Education, International Relations, Longitudinal Studies, *Modern History, National Defense, Policy Formation, Political Influences, *Social Change

Identifiers-West Germany

To understand developments in West Germany since World War II, one must consider numerous social, political, economic, military, and educational variables. Important among these are the decline in output orientation, increase in interpersonal political involvement, decline in value placed on politics, stress on democratic decision making, reduction of support for European political integration, and democratization of education. Characteristics of Germany's political structure include a political party system based on proportional representation, a constitution which combines central institutions with federalism, and a high aggregation of interest among leaders from government, banking, business, labor, and industry. In the arena of social policy, post World War II developments include increases in government supported pension plans, a national health system, and increases in numbers of students receiving higher education. United States/West German political relations since World War II have been based on mutual acceptance of the need for European security, in spite of differences over particular military and financial policies. Analysis of these factors indicates that West Germany is a stable nation whose governmental and constitutional structure provides ample opportunities for dealing with political issues. (DB)

ED 169 042 SP 014 065

Middle School Media Curriculum for Teachers and Media Specialists.

Adams-Arapahoe School District 28-J, Aurora, Colo.
Pub Date-Jan 79
Note-41p.; Not available in hard copy due to marginal reproducibility of original copy
Pub Type- Guides - Classroom - Teacher (052)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-*Curriculum Development, *Educational Resources, *Instructional Materials, *Intermediate Grades, Media Selection, Media Specialists, *Multimedia Instruction, *Skill Development, Teacher Developed Materials

Emphasizing that media skills are an integral part of the school curriculum, this product provides a guideline for the planning and implementation of media skills in the middle school. A number of activities are outlined for reinforcing the following objectives: media center orientation (coordinatd by media specialists to be carried on throughout the year), understanding the organization of the media center, selection of resources, utilization of resources, production of media materials (pictures, graphs, tape recordings, photographs, films, etc.), and evaluation. The activities are designed for use in small groups and may be done in the classroom as well as in the media center. Definitions of terms and an instructor's checklist for grades six, seven, and eight are also provided. (DS)

ED 169 109 TM 008 542

Hurwitz, David A.

Test Taking: Everything You Never Wanted to Know About Test Taking Because You Were Afraid You'd Flunk.

Central State Univ., Wilberforce, Ohio.
Pub Date- 78
Note-24p.
Pub Type- Guides - Classroom - Learner (051) - Tests/Questionnaires (160)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Achievement Tests, College Mathematics, *Essay Tests, Higher Education, *Objective Tests, *Skill Development, Study Guides, Study Skills, Testing, Tests, *Test Wiseness, *Timed Tests, Vocabulary
Identifiers-Test Instructions

Guidelines are presented to help college students prepare for taking tests, with particular instructions for objective, essay, and quantitative tests. A check list suggests the types of information which should be known before starting to study for a test such as type of questions and probable content. Techniques for studying include outlining course content and mnemonics. Strategies for taking objective tests (matching, multiple choice, true-false, and direct answer) direct the student to pay attention to specific words and phrases. Directions for taking essay tests stress the organization of ideas and time limits. Quantitative examinations described as frequently given in business, mathematics, and science classes must be carefully paced so that the students' time is efficiently spent. Sample test exercises are presented for each of the main types of tests objective, essay, and quantitative and for self-pacing. The appended key work list defines and interprets words which are frequently used in examination questions. (GDC)

ED 169 130 TM 008 679

Effects of Coaching on Scholastic Aptitude Test Scores.
College Entrance Examination Board, New York, N.Y.
Pub Date-68
Note-29p.
Available from-College Entrance Examination Board, Publications Order Office, Box 592, Princeton, New Jersey 08540 ($0.25)
Pub Type- Guides - Non-Classroom (055) - Information Analysis (070) ()
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-*Academic Aptitude, *Achievement Gains, Aptitude Tests, *College Bound Students, *College Entrance Examinations, *Scores, Senior High Schools, Testing Problems, Test Reliability, *Test Wiseness
Identifiers-*Scholastic Aptitude Test

Intended primarily for secondary school administrators, teachers, and counselors, this booklet summarizes the information available, as of 1965, about the ways special coaching or tutoring may affect students' scores on the College Board's Scholastic Aptitude Test (SAT). Coaching refers to the variety of methods used in attempting to increase, in a relatively short time, students' mastery of the particular skills, concepts, and reasoning abilities tested by the SAT. Seven studies of the effects of coaching on SAT scores are summarized; four of these studies were conducted by Educational Testing Service for the College Board. The subjects varied in ability and academic background; they included public, private, and vocational high school students. The amount of coaching, instructional materials used, and coaching experience of tutors also varied. The net result across all studies was that score gains directly attributable to coaching were, on the average, fewer than ten points a difference of such small magnitude on the SAT score scale of 200 to 800 that the College Board considered it unreasonable to expect it to affect college admissions decisions. The magnitude of the gains resulting from coaching were always small, regardless of the coaching method used or the differences in the students coached. (Author/GDC)

ED 169 174 UD 019 269

Pettigrew, Thomas F.

The Case for Metropolitan Approaches to Public School Desegregation.

Education Commission of the States, Denver, Colo.

Pub Date-Feb 79

Note-25p.; For related documents, see UD 019 265-268

Available from-Not available separately; See UD 019 265

Pub Type- Opinion Papers (120)

Document Not Available from EDRS.

Descriptors-Bus Transportation, *Change Strategies, *City Demography, Cost Effectiveness, Equal Education, *Metropolitan Areas, School District Autonomy, *School Integration, *School Segregation, State Government

Three basic reasons commend metropolitan approaches to public school desegregation in urban America. The first of these reasons is widely understood: the racial demography of many of the nation's cities demands a metropolitan perspective on the process. Related to this factor is the second reason: metropolitan approaches deter resegregation. Finally, a range of desirable goals for an effective school desegregation program such as furthering genuine integration, cost and transportational efficiency, equity, and parental choice can all be more effectively advanced within a metropolitan context. Yet there are many misconceptions about this view of school desegregation. This paper considers each of the three reasons for metropolitan solutions to public school desegregation and discusses the misconceptions held about these solutions. (Author/WI)

ED 168 908 SE 027 574

Forbush, Julie, Ed.

Air & Space, Volume 2, Number 4, March-April, 1979.

Smithsonian Institution, Washington, D.C. National Air And Space Museum.

Pub Date-79

Note-17p.; Photographs may not reproduce well

Pub Type- Collected Works - Serials (022)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Aerospace Education, *Aerospace Technology, *Astronomy, *Lunar Research, Science Education, *Space Sciences, Technology

This newsletter, produced by the National Air and Space Museum of the Smithsonian Institution, contains an article on the Apollo 11 spaceflight, an article on hypersonic and supersonic flight which compares the Concorde, the X-15, and the Shuttle Orbiter, an article presenting photographs of the construction of the Shuttle Orbiter, and an article describing three NASA publications geared to technology transfer. (BB)

ED 168 962 SO 011 639

Bell, Patricia J.
The Agents of Change and One Southern Town.
Pub Date-Jul 77
Note-69p.
Pub Type- Information Analysis (070) - Historical Materials (060)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-*Change Agents, Changing Attitudes, *Community Characteristics, Cultural Awareness, Cultural Background, *Economic Development, Geographic Concepts, Geographic Regions, Industrialization, Military Organizations, Racial Integration, Rural Urban Differences, Secondary Education, Social Attitudes, *Social Change, Social Integration, *Southern Community, Southern States, Technological Advancement, *United States History, Urban Environment
Identifiers-Tennessee (Tullahoma)

A local community (Tullahoma, Tennessee, in this case) can serve as a good example to students of how a given locale fits into a geographic region and exhibits characteristics which are both typical and atypical of the region in general. Tullahoma typifies the rapid social and economic change which has characterized the South since the 1930s. In 1930, Tullahoma was a sleepy southern town, and by 1960 it was the 17th largest city in Tennessee. Particular agents of change in Tullahoma include the Tennessee Valley Authority, development of recreation areas, establishment of military bases in the area, growth in social service and cultural sectors such as schools, hospitals, and cultural activities, and increased industrial growth in metals and power industries. These and other similar agents affected Tullahoma and other southern communities by encouraging contact between southerners and people from other areas of the United States, paving the way for racial integration, and speeding the trend toward urbanization. By integrating a case study of a community such as Tullahoma into the curriculum and by using sources in other communities similar to those used to investigate Tullahoma, teachers can help students gain cultural and historical awareness of various eras and regions. (DB)

ED 168 986　SP 013 977

Dixon, Nancy
The Learning Implications of Educational Value Conflicts Between Students and Instructors.
Pub Date-78
Note-16p.
Pub Type- Reports - Research (143)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Cognitive Style, Individual Differences, *Interaction, *Intermode Differences, *Learning Processes, Personal Values, Student Attitudes, *Student Teacher Relationship, Teacher Attitudes, Teaching Methods, *Teaching Styles

It is hypothesized in this study that given an understanding of the educational value levels of students, instructors could modify their teaching methods to accommodate various levels reflected in their classes. Six value systems for both teachers and students are identified: (1) tradition oriented; (2) individualistic; (3) structured; (4) scientific; (5) group oriented; and (6) meaning oriented. Instructors participating in this research project were given questionnaires for themselves and their students designed to clarify individual learning and teaching styles and preferences. Upon completion of the questionnaires, norms for the student population and the faculty were generated. Results of these findings are presented in tabular form, and several case studies are presented to exemplify difficulties caused by poor matching between teaching styles and learning styles. It is suggested that the use of value level plus cognitive style would produce an instrument that would identify appropriate teaching methodology and study skills for each value level. (JD)

ED 169 089 TM 008 482

Pandey, Tej N.

The Generalizability of District Means Using Multiple Matrix Sampling.

Pub Date-Mar 78

Note-15p.; Paper presented at the Annual Meeting of the American Educational Research Association (62nd, Toronto, Ontario, Canada, March 27-31, 1978)

Pub Type- Speeches/Meeting Papers (150) - Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Achievement Tests, *Analysis of Variance, Basic Skills, Elementary Secondary Education, Grade 6, Grade 12, Item Sampling, Mathematical Models, Sampling, *Statistical Analysis, Statistical Studies, *Test Reliability

Identifiers-*Generalizability Theory, *Survey of Basic Skills Grade 6 (California), Survey of Basic Skills Grade 12 (California)

The concept under investigation was the reliability of estimates of mean scores of groups under various assumptions of multiple-matrix sampling when reliabilities are computed according to procedures based on generalizability theory. Four different cases were compared with respect to the generalizability coefficients depending upon whether pupils and/or items were assumed to have been sampled from finite or infinite populations. In the experimental design, schools were nested within districts, students were nested within schools, items were nested within forms, and forms were crossed with schools within districts. Tests of reading, written expression, and mathematics were used in the study for students in grade 6 and in grade 12. Each test consisted of from 128 to 198 items, allocated without duplication into 16 or 18 approximately parallel forms with 8 to 11 items per form. Thirty-one school districts were selected for the sixty grade sample and 33 for the twelfth grade. Tables present the random effects analysis of variance design, the estimated variance components for each grade, and the resulting generalizability coefficients. (Author/CTM)

ED 169 153 UD 019 239

Blackwell, Jacqueline
Early Childhood Education: An Examination of Some Urban Implications.
Pub Date- 79
Note-12p.; Not available in hard copy due to reproduction quality of the original document
Pub Type- Reports - Research (143)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-*Community Involvement, *Early Childhood Education, *Educational Accountability, *Educational Finance, Educational Legislation, Political Issues, *Public Policy, *Urban Education

Good early childhood programs serve as a foundation for socialization and the building of skills, while complementing a child's development during the formative years. If the community would mount forceful campaigns to make early childhood education what it should be, millions of dollars might be saved on remedial programs. In an effort to save programs for young children, educators must organize advocacy groups to lobby for financial support. Individuals and community groups must force legislators to consider the rights of children and to act to preserve them. In planning, evaluating, and implementing early childhood programs, it must be remembered that these programs should provide a challenging and flexible curriculum so that young children develop to their fullest potential. (Author/WI)

ED 169 014 SP 014 009

Brown, Carlton E.

Needs Assessment: Determining Project Goals and Establishing the Change Relationship.

New Hampshire Univ., Durham.; Portsmouth Public Schools, N.H.

Spons Agency-Office of Education (DHEW), Washington, D.C. Teacher Corps.

Pub Date-78

Note-14p.

Pub Type- Reports - Evaluative (142)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Change Agents, *Change Strategies, *Conflict Resolution, Decision Making, Evaluation Methods, Helping Relationship, *Needs Assessment, Problem Solving, *Teacher Administrator Relationship

The basic problems faced by those implementing a project of assessing school needs and initiating change are discussed. An example of a teacher corps project funded for such an endeavor is summarized. How the initial problems of assessing needs to determine project goals and establishing a credible change relationship with school personnel were handled is described. Emphasis was placed on giving teachers the power and training to determine the focus methods for the two larger parts of the assessment program: needs of teachers and students. To this end, members of the staff received training in needs assessment and design. The importance of resolving conflict between staff and administration, of establishing trusting relationships between the agents of change, and of sharing the decision making process is emphasized throughout this report. (JD)

ED 169 196 UD 019 301

Pompa, Gilbert G.
Police Use of Force: A Community Relations Concern.
Department of Justice, Washington, D.C. Community Relations Service.
Pub Date-Mar 79
Note-14p.; Speech presented to the Annual Conference of the National Association of Blacks in Criminal Justice (6th, Philadelphia, Pennsylvania, March 29, 1979)
Pub Type- Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Community Problems, *Law Enforcement, *Minority Groups, Outreach Programs, *Police Action, *Police Community Relationship, *Race Relations, State Legislation

Addressed in this speech are police/minority relations problems, particularly the issue of police use of excessive force. References are made to studies and reports on the subject and the difficulty in getting adequate and substantial information on the patterns of occurrence where community friction arising from the use of excessive force is concerned. Possible circumstances contributing to the use of excessive force on the part of police officers and guidelines governing the officers' use of force are discussed. State laws limiting a police officer's use of deadly force to arrest a felony suspect are described. It is pointed out that these laws are not uniform and that the decision to use force is often left to the officer. It is also pointed out that there is a definite trend emerging that indicates local police departments are voluntarily imposing more stringent limitations on their officers than are required by State laws. Objectives of an agency effort to improve race relations by helping police departments and minority communities to better understand the implications of this issue are outlined. (EB)

ED 168 857 SE 026 938

Advisory Report on the Health Effects of Radium 226 in Drinking Water.
Illinois Inst. for Environmental Quality, Chicago.
Report No.-IIEQ-77-12
Pub Date-Jun 78
Note-81p.
Pub Type- Collected Works - Serials (022) - Reports - Research (143)
EDRS Price - MF01/PC04 Plus Postage.
Descriptors-*Environmental Education, Health, Natural Resources, *Public Health, *Radiation Effects, *Radioisotopes, Safety, Science Education, Water Pollution Control, *Water Resources

Examined are the health effects of law concentrations of the radioactive isotope Radium-226 in drinking water. Contents include discussions of the physical properties of radium, biological and metabolic effects, health effects of exposure to Radium-226, and populations at risk. Appendices provide more technical information including equations, charts, graphs, and a glossary of terms. Sixty-three references are given. (MA)

ED 169 069 TM 007 604

DeVito, Pasquale J.
Commonality Analysis: A Practical Example.

Pub Date-Apr 76
Note-30p.; Paper presented at the Annual Meeting of the American Educational Research Association (60th, San Francisco, California, April 19-23, 1976)
Pub Type- Speeches/Meeting Papers (150) - Reports - Research (143)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*Achievement Gains, Background, Institutional Characteristics, Intelligence, Intermediate Grades, *Multiple Regression Analysis, Parent Participation, *Predictor Variables, *Reading Achievement, Reading Comprehension, *Remedial Reading Programs, Schools, Statistical Studies, Vocabulary Development
Identifiers-*Commonality Analysis, Elementary Secondary Education Act Title I, *School Effectiveness

Commonality analysis was used to look for school effects in gains in reading test scores for 877 fourth to sixth grade children in Elementary Secondary Education Act Title I remedial reading programs. The four groups of predictor variables that were investigated were background, mental ability, parental involvement, and school program. Commonality analysis uses multiple regression procedures to partition the variance among the four groups. The criterion scores were vocabulary and comprehension scores from the Gates-MacGinitie Reading Test post-tests. Pre-test scores were included in the mental ability group of predictors. The results indicate the proportion of explained variance unique to each set of predictor variables plus the proportion common to the eleven combinations of sets. The interpretation and the advantages of commonality analysis, as well as the interpretation of negative commonalities were discussed. The technique of commonality analysis was judged to have several advantages over more traditional types of analysis. (Author/CTM)

ED 168 909 SO 011 168

Donnenwerth, Gregory V. Norvell, Melissa J.

Sex-Roles and Equity Behavior.

Pub Date-Sep 78

Note-24p.; Paper presented at Annual Meeting of the American Sociological Association (73rd, San Francisco, California, September 4-8, 1978)

Available from-Memphis State University, Department of Sociology, Memphis, Tennessee 38152 (free)

Pub Type- Information Analysis (070) - Reports - Research (143) - Speeches/Meeting Papers (150)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-Attitudes, Behavior, Behavioral Science Research, Comparative Analysis, Cultural Awareness, Females, Individual Development, Interaction, *Interaction Process Analysis, Males, *Role Perception, *Sex (Characteristics), *Sex Differences, *Sex Role, Sex Stereotypes, Sexuality, Socialization, Social Relations, Social Values

The paper explores sex-role determinants of interpersonal interaction and reviews various theories of equity in human interaction. Equity is interpreted as occurring in human interaction when all participants in a relationship receive equal outcomes relative to their inputs. The document is presented in four major sections. Section I reviews literature dealing with reward behaviors. Findings from research studies indicate that males most often prefer allocating rewards on the basis of performance and that females prefer distributing rewards equally regardless of performance. Section II examines how sex-role socialization influences different responses by males and females to rewards. Section III discusses an experiment which tested competing hypotheses concerning reward allocation under conditions of inequity. Specifically, the experiment measured reward allocation patterns of 40 female college students and compared these patterns to the students' preferences for a feminine, masculine, or androgenous sex-role. Section IV presents findings including that women are increasingly adopting behaviors which have been traditionally considered as competitive and masculine. The conclusion is that although differential sex-role socialization of men and women accounts for different patterns of human interaction, sex differences reported in many previous studies may no longer hold true as traditional sex roles for men and women continue to change. (DB)

ED 169 043 SP 014 074

Kerr, Stephen T.

Teacher Specialization: Efficiency or Power?

Pub Date-Apr 79
Note-31p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, California, April 8-12, 1979)
Pub Type- Opinion Papers (120) - Speeches/Meeting Papers (150)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*Career Development, Differentiated Staffs, *Individual Power, Job Market, *Occupational Aspiration, *Specialists, *Status Need, Teacher Education, *Teachers, Teacher Supply and Demand, Trend Analysis

A trend toward more specialization among educators is discussed. It is noted that this is understandable from many viewpoints. Teachers, reacting to a tighter job market in their profession, feel that specializing in certain areas remedial reading or dealing with the handicapped for example will get them jobs in governmentally funded programs. Also, specialization enhances professional status and personal sense of power. Many schools currently use differentiated staffs with specialists occupying a dominant role. The drive for mainstreaming has increased this tendency. The dangers implicit in this situation are discussed, not only from the point of view that tension is created between specialists and regular teachers, but that generalist education may be endangered from this trend. (JD)

The Regents Competency Testing Program. Setting Standards in the Basic Skills as a Requirement for High School Graduation. Information Brochure.
New York State Education Dept., Albany.
Pub Date-Sep 78
Note-34p.
Pub Type- Tests/Questionnaires (160)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Academic Achievement, Achievement Tests, *Basic Skills, *Graduation Requirements, *Minimum Competency Testing, Program Descriptions, Reading Comprehension, Reading Level, Secondary School Mathematics, Senior High Schools, State Programs, *State Standards, *State Surveys, *Testing Programs, Writing Skills
Identifiers-New York, *New York State Regents Examinations

The New York State Regents Competency Testing Program is described. Competency tests have been developed in the basic skills of reading, writing, and mathematics, for two purposes: (1) to identify those students who need remedial help; and (2) to assure that students receiving high school diplomas have acquired adequate competence in these areas. The major portion of this document consists of sample test items in reading comprehension, writing, and high school mathematics. The correct answers for objective test items and criteria for evaluating the writing exercises are included, as well as suggested standards to be required of New York students. A brief questionnaire, designed to solicit educators' opinions of these standards, is appended. (GDC)

ED 169 131 TM 008 697

Mathews, John J. And Others

Prediction of Reading Grade Levels of Service Applicants from Armed Services Vocational Aptitude Battery (ASVAB). Interim Report for Period 1 April 1977 - 1 August 1978.

Air Force Human Resources Lab., Brooks AFB, Texas.
Report No.-AFHRL-TR-78-82
Pub Date-Dec 78
Note-16p.
Pub Type- Reports - Research (143)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Mastery Tests, *Military Personnel, Postsecondary Education, *Predictive Ability (Testing), Reading Ability, *Reading Level, *Reading Tests
Identifiers-*Armed Services Vocational Aptitude Battery, Gates MacGinitie Reading Test, Nelson Denny Reading Test

To assess the reading ability of military service applicants and accessions, and to determine the relationship between Armed Services Vocational Aptitude Battery (ASVAB) measures and reading scores, 2,432 subjects were given the Gates MacGinitie reading test and a subsample of 818 were given the Nelson-Denny reading test. The median reading grade level for service applicants was 9.0 based on Gates-MacGinitie and 9.5 based on Nelson-Denny. The median Gates-MacGinitie reading grade level of applicants who qualified for services was 10.2 compared to 5.7 for non-qualified applicants. The Armed Forces Qualification Test of the ASVAB correlated .76 with the average of reading grade levels for the two reading tests; the ASVAB General Technical (GT) composite (General Aptitude Index used by the Air Force) correlated .79. Finally, multiple correlations between the three ASVAB measures (work, knowledge, general science, and numeric operations); the two reading tests; and average reading grade levels were .80, .77, and .86 respectively. It was recommended that the GT composite be used as an index of reading grade level. (Author/CP)

ED 169 175 UD 019 270

Rashman, Mary

Metropolitan School Desegregation. A Report and Recommendations of the National Task Force on Desegregation Strategies.

Education Commission of the States, Denver, Colo.

Pub Date-Mar 79

Note-66p.

Available from-National Project and Task Force on Desegregation Strategies, Education Commission of the States, 1860 Lincoln Street, Suite 300, Denver, Colorado 80295 (Free)

Pub Type- Reports - Descriptive (141)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors-Bus Transportation, Elementary Secondary Education, *Equal Education, Minority Group Children, Public Education, *Racially Balanced Schools, *School Integration, State Action, Supreme Court Litigation, *Urban Schools, Urban to Suburban Migration, Voluntary Integration

Identifiers-Magnet Schools

Examined in this report are problems connected with school desegregation. Particular attention is given to the fact that, while many rural schools have been successfully desegregated in the past decade, the majority of blacks and Hispanics who live in large cities remain in racially isolated schools. Causes and feasibility of metropolitan school desegregation are discussed. Findings indicate that excessive busing and loss of local control are not necessarily indicated by desegregation plans. Benefits of desegregation are identified as socioeconomic integration, neighborhood stability, increased learning opportunities, and balanced class size. Alternatives to urban school desegregation are listed and Federal Court rulings are discussed. Implementation methods for various metropolitan desegregation plans are examined and the role of the State in implementation is discussed at length. Recommendations include: (1) creation of a metropolitan-wide school district; (2) consolidation and reorganization of school districts; (3) inter-district student transfers; and (4) shared services. Examples of several urban desegregation programs are provided. Special task force recommendations are listed and applicable laws are appended. (WI)

ED 168 858 SE 026 939

Ashby, W. Clark And Others
Our Reclamation Future: The Missing Bet on Trees.
Illinois Inst. for Environmental Quality, Chicago.

Report No.-IIEQ-78-04
Pub Date-Jan 78
Note-109p.; Photographs may not reproduce well
Pub Type- Collected Works - Serials (022)
EDRS Price - MF01/PC05 Plus Postage.
Descriptors-Conservation (Environment), *Conservation Education, *Environmental Education, Forestry, *Land Use, *Natural Resources, Physical Environment, Recreational Facilities, *Science Education, Wildlife Management
Identifiers-Illinois, Mining

This document discusses reclamation alternatives for land that has been surface-mined. Special attention is given to the use of tree planting as a desirable reclamation method. Contents include Illinoian reclamation history, knowledge of forestry techniques and successes on surface-mined lands, recreational and educational use of the reclaimed land, social and economic effects of reclamation, and reclamation legislation and goals. A reclamation directory containing names and addresses of coal companies, state and federal agencies, and universities and colleges is provided. (MA)

Fletcher, Richard K., Jr.

Probability of Success in College Chemistry.

Pub Date-78
Note-10p.; Paper presented at the Meeting of the Tennessee Academy of Science (Lambeth College, Jackson, Tennessee, November 17, 1978)
Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Achievement Tests, *Chemistry, *College Science, Educational Research, *Grade Prediction, Grades (Scholastic), Higher Education, *Predictive Ability (Testing), Science Education, *Testing

The following 8 variables were tested as predictors of success of students enrolled in freshman chemistry at Tennessee Technological University: (1) ACT subtest in natural science; (2) ACT subtest in mathematics; (3) ACT composite scores; (4) final course grade in high school chemistry; (5) final course grade in high school physics; (6) high school grade point average; (7) final course grades in high school algebra II; and (8) final course grades in high school senior mathematics. Data were obtained on 138 students enrolled in Chemistry 111 (mostly engineering, chemistry and pre-professional majors). The single best predictor of success was the ACT composite score. Students with an ACT composite score below 22 had a high probability of failure. In addition, students who made less than a B in high school chemistry had a poor rate of success. (BB)

ED 168 945 SO 011 607

Draves, David

Some N. H. Public High School Student Opinions Revealed. Occasional Paper No. 4.

Maryland Univ., Baltimore. Dept. of African-American Studies.
Pub Date-5 Mar 79
Note-22p.
Pub Type- Reports - Research (143)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Academic Education, Basic Skills, Critical Thinking, Current Events, Curriculum Planning, *Educational Assessment, Educational Problems, Federal Government, Futures (of Society), High School Organization, Instructional Improvement, Interpersonal Competence, *Political Issues, Relevance (Education), Secondary Education, Social Studies, Social Values, State Government, State Surveys, Student Attitudes, Student Interests, Student Needs, *Student Opinion, Student School Relationship, Television Viewing, *World Affairs

Four surveys are described which gauged student opinion concerning state, national, and international events as well as responses relevant to curriculum structure and subject matter knowledge. The surveys, conducted from 1975 through 1978, elicited responses from approximately 400 to approximately 850 New Hampshire public high school students. In response to school related questions, students supported mandatory mastery of basic skills and opposed social promotion. They also opposed ending compulsory attendance at age 14 and felt that neither the number of courses nor the number of classes should be reduced. However, they felt that job skills should be learned in apprentice situations rather than in the schools. Regarding subject areas, many students felt that too little instruction is given about the actual workings of government, about the basic values and ideals of our society, and about current issues. Also, they felt that too little attention is devoted to the development of interpersonal skills. They expressed a desire for more assistance in consumer economics and in career choice. Student emphases on material acquisition as the ``good life'' and on television viewing suggest that schools may be remiss in teaching values and critical thinking skills. In answering factual questions, students indicated more knowledge about national and international facts than about their own state. Finally, suggestions are given for dealing with American politics. Survey questions and the distribution of responses are included. (KC)

ED 168 963 SO 011 641

Alexander, Robin Ruth

An Educational Criticism of Three Art History Classes: A Discussion of the Methodology.

Pub Date- 10 Apr 79

Note-24p.; Paper presented at National Conference for American Educational Research Association (San Francisco, California, April 10, 1979)

Pub Type- Opinion Papers (120) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Analytical Criticism, *Classroom Observation Techniques, *Course Evaluation, Educational Assessment, Effective Teaching, Elementary Secondary Education, Evaluation Criteria, *Evaluation Methods, Higher Education, Student Teacher Relationship, *Teacher Evaluation

The author describes the structure and methodology of educational criticism'' and provides excerpts from a study done in a high school art history class. Educational criticism is based on lengthy classroom observations and describes, interprets, and evaluates classroom life. The educational critic must be knowledgeable about classrooms and the subject matter and must be able to compare what she observes with other educational possibilities. The first stage, field observation, combines formal and informal methods which include direct classroom participation and observation, interviewing, document analysis, and systematic counting. The second stage consists of writing the criticism, which includes description, interpretation, and evaluation, judgment, or assessment. Description, the major part of the documentation, includes setting and events of typical days and reflects changes which occurred in the classroom. Interpretation, which focuses on the whole and on parts of the observation, is based on educational and social science theories. The evaluation stage answers the questions Was it done well?'' and Was it worth doing?'' Prescription, or How could it be done better?'' may also be included. (Author/KC)

ED 168 987 SP 013 980

Everts, Joanne Gershner, Vera

Competency-Based Materials in Family Life Teacher Education: Development, Implementation, and Evaluation.

Texas Education Agency, Austin. Dept. of Occupational Education and Technology.
Pub Date-78
Note-7p.
Pub Type- Guides - Classroom - Teacher (052) - Reports - Descriptive (141)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Curriculum Design, *Family Life Education, *Home Economics Education, Human Relations, Interpersonal Relationship, Life Style, Marriage, Parenthood Education, *Performance Based Teacher Education, Personal Values

A curriculum for a competency based teacher preparation course for home economics teachers who will be dealing with family life education is outlined. Required competencies in the following areas are described: (1) human development and values clarification; (2) family and group interaction; (3) preparation for marriage; (4) marriage; (5) parenthood; (6) alternative lifestyles; and (7) the family and the community and careers in family life. (JD)

ED 169 154 UD 019 240

Overlap Study: Number of Students Served by Single and Multiple Compensatory Programs, 1978-1979.

Austin Independent School District, Tex. Office of Research and Evaluation.

Pub Date-Feb 79

Note-592p.; Not available in hard copy due to print quality of the original document

Pub Type- Numerical/Quantitative Data (110) ()

EDRS Price - MF03 Plus Postage. PC Not Available from EDRS.

Descriptors-Bilingual Education, *Compensatory Education Programs, Elementary Secondary Education, Migrant Education, Preschool Education, *Program Descriptions, Special Education, *Student Participation

Identifiers-*Elementary Secondary Education Act Title I, Texas (Austin)

Data presented in this document provide a comparison of the students served by major compensatory education programs and illustrate the degree to which these programs provide services to the same students. Included are descriptions of the programs surveyed and a listing of elementary, secondary, and high school campuses on which the programs operate. Numerous tables in the appendices provide the following: (1) an unduplicated count which shows each student only once in the program or combination of programs in which he participates; and (2) a duplicated count which shows each student in all the combinations in which he participates. (EB)

ED 169 197 UD 019 303

Kallos, June, Ed.

Perspectives on Sex and Gender: Proceedings of a Multidisciplinary Conference. ERIC/CUE Urban Diversity Series, Number 61.

Columbia Univ., New York, N.Y. ERIC Clearinghouse on the Urban Disadvantaged.; Columbia Univ., New York, N.Y. Inst. for Urban and Minority Education.; Columbia Univ., New York, N.Y. Sex Desegregation Assistance Center.

Spons Agency-National Inst. of Education (DHEW), Washington, D.C.

Pub Date-Feb 79

Contract-400-77-0071

Note-32p.; Proceedings of a conference held at Teachers College, Columbia University (New York, New York, May 19, 1977) ; May be marginally legible due to small print

Available from-Institute for Urban and Minority Education, Box 40, Teachers College, Columbia University, New York, New York 10027 ($5.00)

Pub Type - Collected Works - Serials (022)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-Changing Attitudes, Discriminatory Attitudes (Social), *Females, *Males, Prenatal Influences, Role Perception, *Sex Differences, Sex Discrimination, *Sex Role, *Sex Stereotypes, *Social Attitudes, Social Influences, Working Women

These papers make suggestions for further exploration into the problems of sex and gender research. Edmund Gordon presents a historical perspective on the sociopolitical implications of sex and gender and discusses attitudinal variables which affect the classification of women. Ann Lieberman describes the history of women in the work force, their problems and breakthroughs, and their prospects for the future. Robert Brannon compares the stereotyped roles which men have played in the past with their portrayals in the media today. He shows that today's male is facing difficulties as a result of the changing role of women. Maxine Greene discusses the role of women in literature and suggests that literature can provide a resource for women to remake and transcend the traditional conditioning of their roles. Maria New addresses the problem of ambiguous sex in the newborn, presenting biological antecedents, the diagnostic procedures, and the appropriate medical intervention. Elizabeth Hagen points out various reasons for inconsistencies in several areas of sex-difference research. Patrick Lee reviews some of the major theories of sex-role differentiation and mentions factors which should be taken into consideration in the development of a new theory of sex-role socialization. (Author/EB)

ED 168 927 SO 011 585

Bachman, Jerald G. And Others

Youth in Transition, Volume VI. Adolescence to Adulthood Change and Stability in the Lives of Young Men.

Michigan Univ., Ann Arbor. Survey Research Center.

Pub Date-78

Note-336p.; For related documents, see ED 072 185, 064 440, 059 333, 051 414, 026 463, and 052 507; Tables and Appendix G will not reproduce clearly due to small and light print type of original document

Pub Type- Books (010) - Reports - Research (143) - Information Analysis (070)

EDRS Price - MF01/PC14 Plus Postage.

Descriptors-*Academic Achievement, *Adolescents, *Changing Attitudes, Dropout Research, *Dropouts, Environmental Influences, Family Background, Family Influence, Higher Education, High School Students, Intelligence, Job Satisfaction, Males, National Surveys, *Occupations, Postsecondary Education, Predictor Variables, Secondary Education, Self Actualization, Self Esteem, Social Experience, Socioeconomic Background, *Student Attitudes, Student Characteristics, Success Factors, Values, Young Adults

This book, the sixth in a series of longitudinal studies initiated by the Youth in Transition Project, examines change and stability and educational and occupational attainments of young men. During the eight year study, nationally representative samples of over 2,000 young men were surveyed and their experiences from 10th grade through five years beyond high school graduation were traced. Objectives were to: (1) explore effects of dropping out of high school by comparing occupational attainments of dropouts with those of graduates, (2) determine the degree to which 10th grade measures can predict educational and occupational attainments, (3) assess the role of educational attainment as compared with the role of family background and intellectual ability, and (4) determine the impacts of post-high school experiences and environments on values, attitudes, and behaviors. The first portion of the book emphasizes factors which precede and/or contribute to educational and occupational attainment. Tenth grade measures of background, ability, educational experiences, occupational outcomes, and job satisfaction are examined. The second portion examines change and stability through a variety of dimensions measured repeatedly from 1966 to 1974. Changes in self-esteem, motives, affective states, values, and views on social issues are analyzed. Results indicate that differences are present before exposure to different environments and experiences; individuals who are initially different tend to seek out different situations. A detailed summary of results and technical information about the research are included. (KC)

ED 169 015 SP 014 010

Pine, Gerald J.
Teacher Adaptation of Research Findings Through Inservice Education.
Portsmouth Public Schools, N.H.
Spons Agency-Office of Education (DHEW), Washington, D.C. Teacher Corps.
Pub Date-79
Note-28p.
Pub Type- Reports - Descriptive (141)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*Action Research, *Change Agents, *Educational Innovation, *Educational Research, *Inservice Teacher Education, Instructional Materials, Research Utilization, Staff Improvement, *Teaching Methods, Validated Programs
Identifiers-*Teacher Corps Project

A program designed to adapt educational research findings to practical classroom use is described. A variety of options for adapting research through inservice education are described. They include formal university courses after school, released time programs, one to one and small group consultations, independent study, graduate research theses, visitations, professional conferences, team planning meetings, and support for teacher action research and pilot program proposals. Proposals for action research and pilot programs are supported by the project for materials, consultative services, and publication and dissemination. The program is designed to accommodate different styles and paces of teachers. (JD)

ED 169 070 TM 007 656

National Longitudinal Study of the High School Class of 1972: A Summary of the Merged Findings from Analyses by RTI of the First Follow-Up and Preceding Data. RTI Concept Paper No. CP-22-75-07.

Research Triangle Inst., Durham, N.C. Center for Educational Research and Evaluation.
Report No.-RTI-CP-22-75-07
Pub Date-1 Sep 75
Note-26p.
Pub Type- Reports - Research (143)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*Achievement, *Aspiration, Data Analysis, Differences, Followup Studies, *Graduate Surveys, High School Graduates, Longitudinal Studies, *National Surveys, *Predictor Variables, *Research Design, Research Needs, Senior High Schools
Identifiers-*National Longitudinal Study High School Class 1972

An overview of the National Longitudinal Study of the High School Class of 1972 (NLS) is provided. Section one describes the research design for the base-year and first through third followup surveys. Section two summarizes findings from data analyses of the first followup and base-year, completed before September 1975. The findings are presented according to six basic classification variables: sex; high school curriculum; race; geographic region; ability; and socioeconomic status. The relationship of these variables to plan fulfillment is examined; that is, spring 1972 educational and employment plans are compared to October 1972 activities, and October 1972 activities are compared to October 1973 activities. Race by sex differences in educational attainment are examined by comparing three predictor variables socioeconomic status, aptitude, and high school class rank. Changes in self-concept and control of environment, resulting from unfulfilled plans, are also discussed. The final section raises nineteen significant questions for the fall 1976 followup and subsequent studies. (CP)

ED 169 090 TM 008 484

Lave, Janice Root, Darrell

The Lakota Needs Assessment: Purpose, Process and Outcomes.

Pub Date-28 Mar 78
Note-23p.; Paper presented at the Annual Meeting of the American Educational Research Association (62nd, Toronto, Ontario, Canada, March 27-31, 1978).
Pub Type- Speeches/Meeting Papers (150) - Reports - Research (143)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Community Surveys, Curriculum Evaluation, *Educational Assessment, *Educational Needs, Educational Objectives, Elementary Secondary Education, Policy Formation, *Public Opinion, School Community Relationship, *School Districts, School Policy
Identifiers-*Lakota School District OH, Ohio (West Chester)

This needs assessment attempted to identify the following: (1) strong curriculum programs; (2) critical needs in current programs; (3) areas in which new programs were needed; (4) which recommended new program areas had community financial support; (5) communication problems between the school district and the community; (6) attitudes toward existing school policies; (7) attitudes toward year-round schools; and (8) overall school district rating. Data analysis was based on five forms of a questionnaire developed for and returned by 574 students (grades 6-12), 270 parents, 254 teachers, 22 non-parent community members, 21 alumni, and 16 administrators. The needs assessment emphasized critical need areas in existing programs. Respondents were asked to rate program goals by level of importance and by actual accomplishments. Career education, social studies (citizenship), drug education, and reading were identified as critical need areas having above average importance and below average achievement. A program was considered successful (low level need) if goal achievement ratings were high, regardless of the importance rating. The needs assessment influenced the development or improvement of curriculum programs, particularly in reading. Public awareness of the schools was found to have increased. It was recommended that future studies focus on more specific program areas. (CP)

ED 169 044 SP 014 075

Cooney, Ned And Others

Evaluation of an Inservice Training Course for Teachers of Children in Special Care Units of ESN(S) Schools.

London Univ. (England).; State Univ. of New York, Stony Brook.

Pub Date-77

Note-66p.

Pub Type- Reports - Evaluative (142)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors-Behavioral Sciences, Behavior Change, *Course Evaluation, Diagnostic Teaching, *Inservice Teacher Education, *Retarded Children, Severely Handicapped, Special Education, Teacher Attitudes, Teacher Behavior, *Teaching Methods, *Training Techniques

This paper describes a ten-week, part-time inservice training course for teachers of severely and profoundly retarded children and an evaluation of the course's effects on teachers' classroom behavior. Five weeks focused on teaching methods, primarily behavior modification and social learning approaches; and five weeks focused on the curriculum content, including verbal behavior and problem solving, plus methods to organize the class and train other staff. Training sessions used lectures, videotape models, role playing, and discussions of interventions with individual children by each teacher. Evaluation of this course comes to the conclusion that such a ten-session, practically-oriented workshop course can change the classroom behavior of teachers in a positive way. (Authors/JD)

ED 169 111 TM 008 549

Morris, John D.

Comparison of Predictive Accuracy on Several Types of Factor Scores.

Pub Date-Aug 78
Note-17p.; Paper presented at the Annual Meeting of the American Psychological Association (86th, Toronto, Ontario, Canada, August, 1978)
Pub Type- Speeches/Meeting Papers (150) - Reports - Research (143)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Comparative Statistics, Correlation, *Factor Analysis, *Multiple Regression Analysis, Predictive Measurement, Predictive Validity, *Scores, Simulation, *Weighted Scores
Identifiers-*Factor Scores

Several advantages to the use of factor scores as independent variables in a multiple regression equation were found. To help select the most desirable type of factor score on which to calculate a regression equation, computer-based Monte Carlo methods were used to compare the predictive accuracy upon replication of regression of five complete'' and four incomplete'' factor score estimation methods. For several levels of multiple correlation (R2 .30, .50, and .70), and for several subject-to-variable sampling ratios (3/1, 5/1, and 10/1), prediction on incomplete factor scores showed significantly better double cross-validated prediction accuracy than on complete factor scores. Moreover, the unique unit-weighted factor score was superior among the incomplete methods. (Author/CP)

ED 168 859 SE 026 947

Feldman, Gary
Self-Paced Basic Mathematics for Water and Wastewater Operators.
Kirkwood Community Coll., Cedar Rapids, Iowa.
Spons Agency-Environmental Protection Agency, Washington, D.C. Office of Federal Activities.
Pub Date-77
Grant-IAD-0-74-109-005
Note-273p.
Pub Type- Guides - Classroom - Learner (051)
EDRS Price - MF01/PC11 Plus Postage.
Descriptors-Algebra, *Arithmetic, *Environmental Technicians, Geometry, *Independent Study, *Mathematics Education, Metric System, Postsecondary Education, Utilities, *Waste Disposal

This basic mathematics course is composed of eight lessons. Each lesson contains a pre-test and post-test, problems and examples oriented toward water and wastewater operations, suggested supplemental readings, and estimated time for completion. The topics of the lessons are: (1) numeration; (2) whole numbers; (3) fractions; (4) decimals; (5) percentages; (6) ratio and proportion; (7) squares and square roots; (8) exponents; (9) scientific notation; (10) basic algebra; (11) formulas; (12) roman numerals; (13) the metric system; (14) calculator use; (15) geometry; (16) graphs and charts; and (17) basic statistics. The entire course can be completed in about 40 hours. The prerequisites vary and are specified for each lesson. (BB)

ED 168 885 SE 027 514

Fletcher, Richard K., Jr.
Declining Enrollment in Physics: What Can We Do?
Pub Date-78
Note-10p.; Paper presented at the Annual Meeting of the Science Association of Tennessee (Cookeville, Tennessee, November 11, 1978)
Pub Type- Speeches/Meeting Papers (150) - Reports - Research (143)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Curriculum Evaluation, Curriculum Problems, *Declining Enrollment, Educational Research, *Mathematics, *Physics, Science Education, Secondary Education, *Secondary School Science

Reports regarding enrollment in high school physics show that the number of students enrolled in physics increased until the late 1960's but the percentage enrollment in high school physics has dropped almost continuously. Some reasons for this are that physics courses are generally thought of as college preparatory curriculum and are sometimes directed at the few students who are interested in a college program in one of the sciences. Students enrolled in high school physics come from the upper portion of their classes. In addition, many of our practices and ideas suggest that physics is only for the elite. A physics curriculum, Project Physics, has been developed which does not rely as heavily on mathematics as do traditional courses and is suitable for sophomores. It is suggested that introduction of a course such as Project Physics for students who do not have the mathematical aptitude or are not interested in a career in science would be useful as an alternative to the traditional approach. (BB)

Auxiliary Personnel in the Bilingual Classroom - (Bilingual Education Design - A Teacher Training System). Description of Teacher Inservice Education Materials. Summary Information.

National Education Association, Washington, D.C. Project on Utilization of Inservice Education R & D Outcomes.
Spons Agency-National Inst. of Education (DHEW), Washington, D.C.
Pub Date-Jan 79
Contract-400-76-0091
Note-8p.
Pub Type- Reports - Descriptive (141)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Bilingual Education, *Bilingual Teacher Aides, Inservice Teacher Education, *Instructional Materials, *Learning Modules, *Spanish Speaking, Teacher Aides, Teaching Techniques, *Training Techniques, Validated Programs

The learning module described is designed for bilingual teachers who want to improve skills at training bilingual teacher aides. The product is presented in both English and Spanish. The scope and sequencing of topics in the four modules composing the entire package is outlined. The activities and resources involved in the use of the module are described. Ordering information for materials and a critique of the module are also included. (JD)

ED 169 155 UD 019 241

Wiseman, Dennis G. Hunt, Gilbert H.

A Five Step Model for Teaching and Working with Culturally Different Children.

Pub Date- 79

Note-19p.

Pub Type- Guides - Classroom - Teacher (052) - Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Cultural Background, *Cultural Differences, Curriculum Development, *Educational Improvement, Elementary Secondary Education, Environmental Influences, *Individualized Instruction, *Language Experience Approach, Language Handicaps, *Learning Difficulties, *Minority Group Children, Self Concept, Socioeconomic Influences, Teacher Role

The culturally different child has traditionally been characterized as belonging both to a low socioeconomic status and to a racial minority group. The culturally different child is also characterized by a poor self concept and a slower rate of learning. These characterizations can be traced to the differences in environment that the child experiences at home, and the typical middle class oriented school environment. In order to rectify this situation, an organized, well-defined approach to behavior change must be undertaken. Teachers must be able to understand and work with related traits specific to each child classified as culturally different and must give consideration to the child's relationship to the curriculum. Goals that teachers establish must also be realistic. Strategies which seem most successful with the culturally different include a language experience approach to teaching the total language arts, peer tutoring, real life experiences such as field trips, and films. (Author/EB)

ED 168 910 SO 011 200

Baker, Frances S.
Taga the Great.
California State Univ., Los Angeles. National Dissemination and Assessment Center.
Spons Agency-Office of Bilingual Education (DHEW/OE), Washington, D.C.
Pub Date-78
Note-110p.; Photographs throughout document may not reproduce clearly
Available from-NDAC-LA, California State University, Los Angeles, California 90032 ($2.65)
Pub Type- Creative Works (030) - Guides - Classroom - Learner (051)
EDRS Price - MF01/PC05 Plus Postage.
Descriptors-Anthropology, Childhood Interests, Classroom Materials, *Cross Cultural Studies, *Cultural Background, Elementary Education, Ethical Instruction, *Folk Culture, Folklore Books, Grade 5, Illustrations, *Legends, Literature, Moral Development, Mythology, Proverbs, *Social Studies, *Story Telling, Values
Identifiers-Pacific Islands

Legends can be incorporated into elementary social studies curricula to help students understand how people transmitted history and culture from one generation to another before they learned to read and write. Taga the Great is a legend which helps explain the 16-feet high latte stones on the Mariana Islands, Tinian and Rota. According to legend, Taga was born on the island of Guam. Already in childhood, he exhibited supernatural powers such as the ability to uproot large trees and leap from one Pacific island to another. When Taga grew up and became chief of Rota, he engaged in and won numerous contests of wit and strength with other chiefs. Taga's fame spread throughout the Mariana islands and caused him to be the envy of all people, including his own children. To build a house great enough to please him, Taga quarried and carved very big stones and formed large pillars which he covered with wood and thatch. The house was very fine and admired by all who saw it. Taga's downfall began, however, as soon as his house was completed. His pride in his own superior strength prompted him to murder his little son, and his other children died soon afterwards out of remorse. As each child died, a pillar of Taga's home fell down. Soon only one pillar remained as a witness to Taga's glory. From the legend of Taga, students can gain insight into human strengths and weaknesses as well as into how the big latte stones of Rota and Tinian came into existence. (DB)

ED 168 964 SO 011 642

Efird, L. Julian
Using the Model United Nations as a Teaching Tool.
Pub Date-Nov 78
Note-25p.; Paper prepared for the Second Annual Conference on the Third World (Omaha, Nebraska, November 16-18, 1978) ; Light type may not reproduce clearly
Pub Type- Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Debate, *Decision Making Skills, Educational Programs, Experiential Learning, Group Dynamics, Higher Education, International Organizations, *International Relations, Learning Activities, *Models, Parliamentary Procedures, Peace, Research Skills, Role Playing, Secondary Education, *Simulation, Social Studies, Student Motivation, *Teaching Methods, *World Affairs, World Problems

This document provides a description of the Model United Nations (MUN) program, its educational benefits, an overview of its practice within the United States, and outlines methods for using the MUN as a teaching tool. A total of 72 MUNs involving high school and college students was reported in 1977-78. As a simulation, the MUN provides replication of real life social processes and involves activities of decision making, allocation of resources, planning, and negotiation. Students role play delegates from member states of the United Nations. Benefits to students include heightened interest and motivation, an opportunity to apply and test knowledge gained from reading, a greater understanding of problems faced by decision makers, and an understanding of real world phenomena through a more simple microcosm. Three stages comprise MUN activities: preparation, deliberation, and decision. The first stage consists of research and involves developing country profiles, analyzing problems, writing position papers, formulating resolutions, planning, and strategy. The second stage, deliberation, involves agenda setting, formulating alternatives to proposals, and legitimation, or winning support for resolutions. The third stage, decision, calls for either tabling the resolution or voting on it. Tables which rate student delegate responses to prerequisites for peace are included. (KC)

ED 169 016 SP 014 012

Proceedings of the 1978 Convention of the Southern District American Alliance for Health, Physical Education, and Recreation. Theme Perceive, Persist, Progress.
American Alliance for Health, Physical Education, Recreation, and Dance, Houston, Tex. Southern District.
Pub Date-78
Note-241p.; Parts may be marginally legible due to small print
Available from-Dept. of Health and Physical Education, Emory University, Atlanta, Georgia 30322 ($4.00)
Pub Type
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-*Athletics, *Conference Reports, *Health, Meetings, *Physical Education, *Professional Associations, *Recreation

The proceedings of the division meetings on health, physical education, and recreation are presented here. Topics include bioethics, cardiopulmonary resuscitation, sexuality, dance, athletics, movement education, outdoor education, and physical fitness. The proceedings of the business meeting are presented as well. (DS)

ED 169 091 TM 008 485

Adams, Kay Angona

Methodological Considerations for Needs Assessments at the National Level.

Pub Date-Mar 78
Note-16p.; Paper presented at the Annual Meeting of the American Educational Research Association (62nd, Toronto, Ontario, Canada, March 27-31, 1978)
Pub Type- Speeches/Meeting Papers (150) - Reports - Research (143)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Educational Needs, Educational Objectives, Evaluation Methods, Models, *National Surveys, *Needs Assessment, Rating Scales, *Research Methodology, *Research Problems, Research Utilization, Response Style (Tests), Secondary Education, Urban Education, *Vocational Education

The vocational education program needs of the nation's large cities were assessed by a mail survey of vocational educators in 106 major urban centers. Several procedural problems in generating appropriate instrument content and initial problems in obtaining data from respondents were encountered. Goal and objective statements generated through a review of current literature and the opinions of a sample of experts were not acceptable to local vocational educators. To overcome these problems, an open-ended survey and content analysis procedure was used to generate a set of goals and objectives judged acceptable by local vocational educators. Early exploration of alternative strategies indicated that a discrepancy methodology would reduce the rate of survey returns. Consequently, the study relied on a methodology requesting respondents to rate the importance of educational needs. Because of the large number of goals and objectives identified by the first step of the procedure, multiple forms were developed and utilized in the study. A response rate of over 65 percent was obtained. This experience in conducting a national needs assessment study causes us to question the applicability of the discrepancy approach for large studies. Alternative strategies of direct ratings of needs may be more feasible. (Author)

ED 169 112 TM 008 554

Gynther, Malcolm D.
Item Response Differences and Their Implications.
Pub Date-31 Aug 78
Note-20p.; Paper presented at the Annual Meeting of the American Psychological Association (86th, Toronto, Ontario, Canada, August 31, 1978)
Pub Type- Speeches/Meeting Papers (150) - Reports - Research (143)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Adults, *Blacks, Caucasians, *Group Norms, *Individual Characteristics, Item Analysis, Personality Tests, *Racial Differences, *Response Style (Tests)
Identifiers-*Minnesota Multiphasic Personality Inventory

This study examined similarities and differences between blacks' and whites' responses to rarely endorsed Minnesota Multiphasic Personality Inventory (MMPI) items, as well as those items responded to most differently by the ethnic groups. Our subjects, 882 normal black middle-class adults from Alabama, Michigan and North Carolina, were compared to the Minnesota normative sample. White endorsement patterns agreed with items rarely endorsed by blacks, but black endorsement patterns agreed with only one-third of the items rarely endorsed by whites. This new race-sensitive F scale may be a better measure of deviant responding for blacks than the standard scale.
Race-discriminating items suggested that blacks (in comparison with whites) emphasized feelings of self-importance, were relatively cynical about motives controlling behavior, and tended to be alienated and unhappy. Whether this characterization is accurate or an artifact of the item content of the MMPI cannot be answered by data currently available. (Author/GDC)

ED 169 132 TM 008 731

Writing. A Statewide Assessment in Texas.
Texas Education Agency, Austin.
Pub Date-78
Note-81p.; For related documents, see TM 008 100, 101, 730, and 732
Pub Type- Reports - Research (143)
EDRS Price - MF01/PC04 Plus Postage.
Descriptors-Academic Achievement, *Composition (Literary), *Educational Assessment, Elementary Secondary Education, National Norms, *Performance Factors, State Programs, State Surveys, *Student Characteristics, Test Results, *Writing Skills
Identifiers-Texas, *Texas Assessment Project

Results of writing tests given to a large sample of 9, 13, and 17-year olds throughout Texas are reported in detail. Results are reported in terms of the percent of students writing at stated levels of competency or exhibiting particular writing skills. The results are reported for eight categories: (1) statewide; (2) 20 state geographic regions; (3) family income; (4) ethnic background (black, Mexican American, and other); (5) size and type of school district; (6) per pupil expenditure; (7) sex of students; and (8) languages spoken in the home. Major findings are summarized. Appendices include tables which complement the findings. (MH)

ED 169 176 UD 019 271

Gordon, Edmund W.

Continuing and Recurrent Education: Problems and Developments in the U.S. Efforts at Serving the Poor.

Pub Date-16 Feb 73
Note-17p.; Best copy available
Pub Type- Opinion Papers (120)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Academic Achievement, *Adult Education, *Change Strategies, *Educationally Disadvantaged, Educational Policy, *Equal Education, *Low Income Groups, Minority Groups, *Nature Nurture Controversy, School Integration

Due mainly to the cultural reverence for the baccalaureate degree, there is a growing pressure from low income and minority groups to expand programs in continuing education. Various approaches to the problem have been tried (talent searches by colleges, open admissions) but have not proved successful. Although success and financing are problems, the major problem seems to be the development of skills and competencies in low income students. Researchers are still divided on the question of whether intellect is genetically or environmentally determined. However, there is abundant data relating to school achievement and school inefficiency and neglect in disadvantaged populations. Studies of desegregated schools indicate that achievement levels tend to rise with desegregation. Equality of education can only be reached if schools and society accept responsibility for developing conceptual, technical, social and political competence in the whole population. Three problems must be faced to equalize continuing education programs: modification of mental postures and learning patterns in inefficient young adult learners; the development of professional competence; and the necessity of involving the student in the developmental task. (Author/WI)

The Social Science Teacher, Vol. 7, No. 2, December 1977 Association for the Teaching of the Social Sciences (England).
Pub Date- 78
Note-171p.; For related documents, see ED 098 083, ED 102 069, ED 098 117 and ED 142 495-497; Not available in hard copy due to small type size of original documents
Pub Type- Collected Works - Serials (022)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-Anthropology, *Comparative Education, Concept Teaching, Economics, Educational Assessment, Educational Development, *Educational Needs, *Educational Practice, Educational Trends, Elementary Secondary Education, Environmental Education, Experimental Teaching, *Foreign Countries, *Social Sciences, *Social Studies, Sociology, Student Attitudes, Student Role, Teacher Role, Teaching Methods
Identifiers-Great Britain

The document contains four issues of a British journal intended as a medium of communication for teachers of social studies and social science at the elementary and secondary levels. The first issue presents a lead article stressing the need for a global approach in teaching social studies. Other articles focus on the need for educational assessment in schools and on various examination techniques. The second issue is devoted to an overview of economic education in Great Britain. Topics discussed include the need for a study of political economy, development of an economics syllabus, understanding British industry, and classroom simulations of economic situations. The third issue purports the usefulness of anthropology as an area of study within the social studies, suggests learning activities for the anthropology curriculum and discusses several anthropological concepts such as the social construction of reality and ethnic identity in a pluralist society. The fourth issue concentrates on urban studies and explains how activities such as field trips to factories and creating models of cities and towns can help students understand urban environments. Book review and correspondence sections are included in each issue. (DB)

ED 168 989   SP 013 983

Mathematics Education Series (Summary of GEMTEP series 15 Modules).
National Education Association, Washington, D.C. Project on Utilization of Inservice Education R & D Outcomes.
Spons Agency-National Inst. of Education (DHEW), Washington, D.C.
Pub Date-Apr 77
Contract-400-76-0091
Note-9p.
Pub Type- Reports - Descriptive (141)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Elementary Education, *Inservice Teacher Education, *Instructional Materials, Learning Modules, *Mathematical Concepts, *Mathematics Instruction, Number Concepts, Plane Geometry, Validated Programs

The inservice learning module described focuses on teaching mathematical concepts at the elementary grade level. Specifically covered in the module are discovery learning, drill activities, understanding number concepts, and introduction to geometry. Information is provided in this descriptive report on the scope and sequencing of topics and the activities and resources involved in using the module. A critique of the module and ordering information are included. (JD)

ED 169 045 SP 014 086

Sutherland, Mary S.

The Why's, What's, Who's, When's and How's of Measurement and Evaluation in School Health Education.

Pub Date-79
Note-8p.
Pub Type- Reports - Evaluative (142)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Achievement Rating, *Health Education, *Measurement Techniques, *Program Effectiveness, *Program Evaluation, Student Evaluation, Teacher Evaluation

Generally accepted methods of evaluation and measurement used by responsible educators are first discussed. These techniques are demonstrated as they apply to evaluating school health education programs. It is pointed out that effective evaluation encompasses everyone upon whom the program has an impact students, teachers, supervisors, administrators, parents, and the community. The fact is that what to evaluate in health instruction values, content, objectives, learning opportunities, classroom environment, and the evaluation process itself is an important factor in obtaining an overall assessment. It is stressed that regardless of the techniques used, evaluation should be based upon specified objectives in order to develop precise evaluative techniques or measurements. (JD)

ED 169 198 UD 019 319

Passow, A. Harry
Some Positive and Negative Impacts of the City on Children.
Pub Date-Apr 79
Note-20p.; Paper prepared for the Conference of the Mayors of The World's Major Cities (8th, Milano, Italy, April 16-18, 1979)
Pub Type- Opinion Papers (120) - Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Child Development, Compensatory Education, *Disadvantaged Youth, Elementary Secondary Education, Family Environment, *Inner City, Low Rent Housing, *Minority Group Children, Racial Factors, *Socioeconomic Influences, *Urban Environment, Urban Schools

Cities encompass a variety of environments and children interact with these environments in different ways with different impacts resulting. Such factors as socioeconomic class, race, ethnicity, and recency of in-migration all affect the nature and extent of environmental impact on individuals. Inequalities in housing, economic and educational opportunities, availability of amenities, and access to civic and cultural resources also have their impact. Because of these characteristics, poverty has become a central element of the urban crisis and, because children of the poor are found in increasing numbers in the central city, the impact of the urban environment is most severe on that population. Children from low-income housing tend to have poorer physical and mental health and have lower school achievement than their counterparts from more affluent families and more appropriate housing. The emotional and psychological climate created in slum areas impact quite negatively on children. In addition, children from inner city areas seem severely hampered in their schooling by a complex of conditions at home, in the neighborhood, and in the classroom. Compensatory education has tried to create conditions which help the disadvantaged overcome these conditions but might be more effective if it became developmental as well as remedial. (Author/EB)

ED 168 860 SE 026 948

Koundakjian, Philip

Physics for Water and Wastewater Operators.

Kirkwood Community Coll., Cedar Rapids, Iowa.
Spons Agency-Environmental Protection Agency, Washington, D. C.
Pub Date-Aug 76
Note-66p.
Pub Type- Guides - Classroom - Learner (051)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-Electricity, *Environmental Technicians, Mathematics, *Physics, Postsecondary Education, *Pressure, *Temperature, Utilities, *Waste Disposal

This physics course covers the following main subject areas: (1) liquids; (2) pressure; (3) liquid flow; (4) temperature and heat; and (5) electric currents. The prerequisites for understanding this material are basic algebra and geometry. The lessons are composed mostly of sample problems and calculations that water and wastewater operators have to make. The examples are followed by practice problems. Each lesson concludes with an additional reading list. (BB)

ED 168 886 SE 027 517

Schoenfeld, Clay, Comp. Desinger, John F., Comp

Environmental Education in Action - III: Case Studies of Public Involvement in Environmental Policy.

ERIC Information Analysis Center for Science, Mathematics, and Environmental Education, Columbus, Ohio.

Spons Agency-National Inst. of Education (DHEW), Washington, D.C.

Pub Date-Jan 79

Note-210p.; For related documents, see ED 141 185 and ED 152 557; Contains occasional light type

Available from-Information Reference Center (ERIC/IRC), The Ohio State University, 1200 Chambers Rd., 3rd Floor, Columbus, Ohio 43212 ($5.50)

Pub Type- Legal/Legislative/Regulatory Materials (090) - Reports - Descriptive (141)

EDRS Price - MF01/PC09 Plus Postage.

Descriptors-Case Studies, *Citizen Participation, Citizen Role, *Conservation Education, Environment, *Environmental Education, *Policy, *Policy Formation, Politics, Public Policy

Identifiers-Information Analysis Products

Presented here are 27 case studies of public involvement in environmental policy. These are examples of environmental education or communications programs developed by local, state, regional or national environmental action groups. The reports tell how the groups have successfully, or unsuccessfully, mobilized public opinion in favor of beneficent land use of recycling of wastes, or against a potential plant site in favor of pollution control legislation, or towards incorporating environmental studies more effectively in school curricula. (Author/BB)

ED 168 928 SO 011 586

Weatherford, Robert, Ed.

A Report to the Council of Chief State School Officers. Proceedings of the Pinehurst Conference on Global Perspectives in Education for Chief State School Officers (Pinehurst, North Carolina, April 4-6, 1977).

Council of Chief State School Officers, Washington, D.C.

Spons Agency-National Endowment for the Humanities (NFAH), Washington, D.C.; Office of Education (DHEW), Washington, D.C.

Pub Date-Apr 77

Contract-300-17-0061; ES-27018-77-3

Note-101p.; Not available in hardcopy from EDRS due to small print type of original document

Pub Type - Opinion Papers (120)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-Changing Attitudes, Concept Formation, Cultural Pluralism, *Educational Needs, *Educational Objectives, Elementary Secondary Education, Futures (of Society), *Global Approach, Human Dignity, Instructional Improvement, *Productive Thinking, Social Change, Teaching Methods, *Values, World Problems

The Pinehurst Conference on Global Perspectives provided an opportunity to clarify many of the issues, objectives, and problems in global education programs in schools. The 34 conference participants included educators, federal government educational personnel, state departments of education representatives, and delegates from global and international education organizations. Among the issues discussed were objectives of education, role of global education in meeting educational objectives, relationship of global perspectives to domestic and international society, teaching and curriculum resources, community global study groups, contributions of foreign language and area studies to global perspectives, international educational exchange programs, global interdependence, and world problems. Conference speakers generally stressed that global interdependence should be included in the curriculum and that educators will be more effective in developing and implementing global education programs if they are committed to a global perspective. (DB)

ED 169 017 SP 014 014

Developing Learning Options for Varied Learning Styles. Description of Teacher Inservice Education Materials.
National Education Association, Washington, D.C. Project on Utilization of Inservice Education R & D Outcomes.
Spons Agency-National Inst. of Education (DHEW), Washington, D.C.
Pub Date-Apr 77
Contract-400-76-0091
Note-8p.
Pub Type- Reports - Descriptive (141)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Inservice Teacher Education, *Instructional Materials, *Instructional Systems, *Learning Modules, *Learning Processes, *Programed Instruction, Response Mode, Student Behavior, Systems Development, Teaching Techniques, Validated Programs

The described learning module is designed for teachers interested in learning how to construct a learning system to elicit specific behaviors on the part of an individual student or a group. Included in the description of this module are its contents, activities, and resources involved in its use, ordering information for materials, and a critique of the module. (JD)

ED 169 071 TM 007 666

Supporting Statement for the Survey Instrumentation of the First Follow-Up Survey for the High School Class of 1972. RTI Project No. 22U-884.

Research Triangle Inst., Durham, N.C. Center for Educational Research and Evaluation.

Pub Date-21 Aug 73
Note-61p.; Best copy available
Pub Type- Reports - Research (143) - Tests/Questionnaires 160)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-*Data Collection, *Followup Studies, *Graduate Surveys, High School Graduates, Longitudinal Studies, *National Surveys, Pretesting, Questionnaires, *Research Design, Research Methodology, Senior High Schools
Identifiers-*National Longitudinal Study Followup Questionnaire, *National Longitudinal Study High School Class 1972

This supporting statement accompanied the first followup questionnaire for the National Longitudinal Study of the High School Class of 1972, when it was submitted for government clearance. The first part of the statement gives the background, uses, and justification of the survey; the largest part describes the plans for the first follow-up (survey procedures, reports and tabulations, schedule); the last part discusses consultations and meetings leading to the development of the first followup questionnaire and concerns about respondent burden, sensitivity, and confidentiality. The results of the Census Bureau pretest and copies of the instruments are appended. (Author/CP)

Position Statement on Desegregation.
Education Commission of the States, Denver, Colo.
Pub Date-79
Note-11p.
Available from-Education Commission of the States, Suite 300, 1860
Lincoln Street, Denver, Colorado 80295 (Free)
Pub Type- Opinion Papers (120)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Civil Rights, *Educational Change, *Educational Policy, Elementary Secondary Education, *Equal Education, *School Integration, *School Segregation, State Legislation

Segregation in the schools contributes to inequality, while desegregation is a legitimate means of achieving equal educational opportunity. Not only is desegregation a constitutional right, but it is sound educational social policy. A commitment to desegregation by State officials is a prerequisite to the reduction of racial isolation and the achievement of equal educational opportunity. Equal educational opportunity is the springboard for equal opportunity in the real world and is the hope of blacks, other minorities and whites for fair participation in the economic marketplace. (Author/WI)

ED 169 046 SP 014 087

Thompson, Bruce

The Instructional Strategy Decisions of Teachers.

Pub Date-79

Note-20p.; Paper presented at the Annual Meeting of the Southwest Educational Research Association (1979)

Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Decision Making, Educational Alternatives, Educational Philosophy, *Evaluative Thinking, *Role Models, *Role Perception, *Teacher Attitudes, Teacher Behavior, Teaching Methods

How teachers evaluate the various instructional methods at their disposal is the question addressed in this paper. The issue is examined in an effort to determine which of certain models of teaching some teachers prefer, how teachers categorize models of teaching, and which factors are associated with their preferences. Results suggest that role ideals and philosophical beliefs both are systematically related to preferences, that philosophical beliefs may influence teachers more than teacher educators generally recognize, and that teachers currently focus on basic skills issues in making preference decisions. (Author/JD)

Texas Assessment Project. Summary Report.
Texas Education Agency, Austin.
Pub Date-78
Note-32p.; For related documents, see TM 008 100-101 and TM 008 730-731 ; May be marginally legible due to small print
Pub Type- Reports - Research (143)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Academic Achievement, *Citizenship, *Educational Assessment, Educational Objectives, Elementary Secondary Education, Grade 6, Grade 11, *Mathematics, Performance Factors, *Reading Achievement, State Programs, State Surveys, Student Characteristics, Test Results, *Writing Skills
Identifiers-Texas, *Texas Assessment Project

Findings are summarized from the statewide assessment of Texas students' achievement in mathematics, reading, citizenship awareness, and writing skills. For reading and mathematics achievement, criterion-referenced tests were developed. Test items from exercises developed by the National Assessment of Educational Programs (NAEP) were used to assess achievement in citizenship and writing. Results in all four areas are analyzed according to state geographic regions, family income, ethnic background (black, Mexican American, and other), sex of student, size and type of school district, per pupil expenditure, and languages spoken at home. For reading and mathematics achievement, other home factors, including reading materials at home, television viewing habits, homework, parents' education, and educational aspirations of the students are considered. (MH)

ED 169 177 UD 019 272

Gordon, Edmund W.

Perspective on the Status of Research and Development Concerning Minority Groups in the United States.

Pub Date-31 Mar 75

Note-11p.; Speech prepared for the American Educational Research Association Symposium on Dimensions of Competence in Classrooms (Washington D.C., March 31, 1975); Best copy available

Pub Type- Opinion Papers (120) - Speeches/Meeting Papers (150) - Information Analysis (070)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Educational Environment, *Educational Research, Elementary Secondary Education, Equal Education, *Intellectual Development, Intelligence Factors, Learning Difficulties, *Minority Groups, Political Influences, *Research Needs

The most pressing problems of research on minority groups have not received adequate attention. One such problem is that of identification and understanding of the mechanisms of learning facility and learning dysfunction and the implications of both for the optimum development of heterogeneous populations. Secondly, in contrast to the body of research and statistics concerning intellectual status, little has been done to analyze the qualitative aspects of intellectual function in target populations. A third area of research on plasticity of intellectual development has yet to yield definitive results. Zigler's work on the relationship between quality of intellectual function and affective state may provide insight into the development of cognitive achievement, if pursued. A fourth area of possible research is the implications of population diversity and pluralism for behavioral analysis and assessment. Finally the context in which learning takes place and the purposes served by learning must also be further explored. Ogbu and Wallace have argued, in different ways, that the purposes served by education are determined by the society that sponsors it. (Author/WI)

ED 168 861 SE 026 949

Koundakjian, Philip

Waste Stabilization Ponds.

Kirkwood Community Coll., Cedar Rapids, Iowa.

Spons Agency-Environmental Protection Agency, Washington, D. C.

Pub Date-Sep 76

Note-75p.

Available from-Slides available on loan from ERIC Clearinghouse for Science, Mathematics and Environmental Education, The Ohio State University, 1200 Chambers Rd., 3rd Floor, Columbus, Ohio 43212

Pub Type- Guides - Classroom - Learner (051)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors-*Environmental Technicians, *Individual Study, Postsecondary Education, *Utilities, *Waste Disposal, *Water Pollution Control, Water Resources

This self-paced course contains reading assignments from a waste stabilization ponds operating manual, supportive text, example problems, and review questions, and a final examination. The course covers calculation of pond surface area, pond volume, organic load, detention time, drawdown, storage capacity, efficiency, and discharge. In addition, it covers the biological processes of a lagoon, chemical additions, typical problems and solutions, and safety hazards. (BB)

ED 168 887 SE 027 518

Disinger, John F., Comp.

Alliance Affiliate Activities: Non-Governmental Organizations in Environmental Education.

ERIC Information Analysis Center for Science, Mathematics, and Environmental Education, Columbus, Ohio.

Spons Agency-National Inst. of Education (DHEW), Washington, D.C.

Pub Date-Dec 78

Note-162p.

Available from-Information Reference Center (ERIC/IRC), The Ohio State University, 1200 Chambers Rd., 3rd Floor, Columbus, Ohio 43212 ($3.50)

Pub Type- Reports - General (140)

EDRS Price - MF01/PC07 Plus Postage.

Descriptors-*Conservation Education, *Consortia, *Environmental Education, Natural Resources, *Organization, Organizational Communication, Pollution, Population Education, *Program Descriptions, Science Education, Social Sciences

Identifiers-Information Analysis Products, Non Governmental Organizations, Public Interest Groups

Short descriptions of organizational structure and goals and descriptions of environmental education interests, activities, and priorities are presented for 32 nongovernmental organizations affiliated with the Alliance for Environmental Education. The organizations included are listed in the table of contents. The groups included represent a variety of age groups and interests. Among the reports are those for the American Association of State Colleges and Universities, American Federation of Teachers, American Forest Institute, Boy Scouts of America, Girl Scouts, League of Women Voters, National Education Association, United Autoworkers, and Zero Population Growth. (RE)

Hill, Russell A.

A Position Paper Citizen Education: A Working Definition.

Research for Better Schools, Inc., Philadelphia, Pa.
Spons Agency-National Inst. of Education (DHEW), Washington, D.C.
Note-25p.
Pub Type- Opinion Papers (120)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Behavioral Objectives, Citizen Participation, Citizen Role, *Citizenship, Citizenship Responsibility, *Curriculum, *Definitions, Democratic Values, *Educational Objectives, *Educational Principles, *Educational Responsibility, Elementary Secondary Education, Experiential Learning, Institutional Role, Skill Development, Social Studies, Student Attitudes

A definition of Citizenship (CE) should include: (1) a general statement which focuses on the CE domain, (2) a statement of underlying principles, (3) a list of included content areas, (4) specification of learner outcomes, (5) a list of instructional modes, and (6) a description of the kinds of institutions included in the CE movement. Citizenship Education is an educational effort which seeks to teach all citizens the knowledge, skills, and behaviors which will dispose and enable them to participate effectively in a democratic society in a manner which contributes to the common welfare and is personally satisfying.'' CE related programs or disciplines include community, economic, energy, environmental, law-related, values, and multicultural education; interpersonal skills; the social sciences; and political-participation training. Learner outcomes are formulated according to knowledge, skills, and attitudes gained. Knowledge of institutions and of major issues past and present is necessary. Inquiry, interpersonal, and action skills as well as attitudes of commitment and respect should be developed. Modes of instruction extend beyond the traditional to parental and community involvement and use of the media. CE programs will be more successful if they consider the institutional climate and interpersonal relationships, and if they involve institutions such as government, business, labor, religious organizations, and youth service groups. (KC)

ED 168 965 SO 011 644

Nelson, Jack L. Palonsky, Stuart

Pre-Service Teacher Perceptions of Social Education.

Pub Date-Apr 79
Note-19p.; Paper presented at Conference for the American Educational Research Association (San Francisco, California, April 1979)
Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Curriculum, *Definitions, *Educational Attitudes, Educational Needs, Educational Problems, Higher Education, Preservice Education, Research Methodology, Social Sciences, *Social Studies, *Student Teachers

Results of a study to determine preservice teachers' perception and understanding of social studies are examined. Fourteen undergraduate students who had completed student teaching were interviewed. Results indicated that students were confused about the nature of the field. The data showed the continuing domination of the field by history most students majored in history, taught it during student teaching, and perceived it as the subject most likely to be taught and of primary importance in social studies. Respondents did not seem sure of their answers concerning social studies definition, purpose, and content. Some held the primary purpose to be indoctrination, the content to be history, and the definition to include social sciences, issues, and human interaction. Others considered the purpose to inspire critical thinking, the content to be history, and the definition to be humans and the environment. No respondents indicated social action, social criticism, or personal development as purpose, content, or definition. In addition, respondents did not indicate familiarity with the literature in the field. The study raises a number of questions concerning teacher education, curriculum, teaching decisions, and the long term effect of this confusion on teaching. (Author/KC)

ED 168 990 SP 013 984

Mathematical Proof. Description of Teacher Inservice Education
Materials.
National Education Association, Washington, D.C. Project on Utilization
of Inservice Education R & D Outcomes.
Spons Agency-National Inst. of Education (DHEW), Washington, D.C.
Pub Date-76
Contract-400-76-0091
Note-8p.
Pub Type- Reports - Descriptive (141)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Elementary Secondary Education, *Inservice Teacher
Education, *Learning Modules, *Lesson Plans, *Mathematical Logic,
*Mathematics Instruction, Mathematics Teachers, Validated Programs

The learning module described here is designed to help teachers plan and present a lesson on mathematical proof to pupils. The main topics covered are structure, hypothesis and conclusion, analysis, contrapositive, proof by contradiction, part proof worksheet, and conclusion and posttest. This descriptive report provides information on the purposes and content of the module as well as activities and resources involved. A critique, history of development, and ordering information are also included. (DS)

ED 169 072 TM 007 827

Stenner, A. Jackson And Others
The Standardized Growth Expectation: Implications for Educational Evaluation.
Pub Date- Mar 78
Note-26p.; Paper presented at the Annual Meeting of the American Educational Research Association (62nd, Toronto, Ontario, Canada, March 27-31, 1978) ; Best copy available
Pub Type- Speeches/Meeting Papers (150) - Reports - Research (143)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*Achievement Gains, *Achievement Rating, Achievement Tests, Compensatory Education Programs, Elementary Secondary Education, *Expectation, Grade Equivalent Scores, *Norm Referenced Tests, Research Methodology, Standardized Tests, Student Testing, Test Interpretation, *Time Factors (Learning)
Identifiers-*Standardized Growth Expectation

Three assumptions underlying the use of norm referenced tests are examined: (1) that expressing treatment effects in a standard score metric permits aggregation of effects across grades; (2) commonly used standardized tests are sufficiently comparable to permit aggregation of results across tests; and (3) the summer loss of achievement observed in Title I projects is due to an actual loss in achievement and skills. Hypotheses regarding the standardized growth expectation (SGE) are also presented; SGE refers to the amount of growth (expressed in standard deviation form) that a student must demonstrate over the treatment interval to maintain standing in the norm group. SGE may also be conceptualized as the difference between the pretest percentile and the posttest percentile. Hypotheses are presented regarding the decrease in SGE which accompanies grade increases, and the variation in SGE according to the achievement test used. Further research topics investigating the validity of the SGE phenomenon are suggested. (Author/GDC)

ED 169 092 TM 008 486

Sirois, Herman A.

The Measurement of Non-Directive Supervisory Behavior in Education: A Factor-Analytic Validity Study.

Pub Date-Mar 78
Note-15p.; Paper presented at the Annual Meeting of the American Educational Research Association (62nd, Toronto, Ontario, Canada, March 27-31, 1978)
Pub Type- Speeches/Meeting Papers (150) - Reports - Research (143) - Tests/Questionnaires 160)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Behavior Rating Scales, Factor Structure, Supervisors, *Supervisory Methods, Teacher Attitudes, *Teacher Supervision, Test Reliability, *Test Validity
Identifiers-*Nondirective Supervisory Behavior Scale

Using the constructs of Rogers, Ellis, and Barrett-Lennard, a twenty-five item Likert-type instrument, the Non-Directive Supervisory Behavior Scale, was developed to measure directive vs. non-directive supervisory behavior. One hundred ninety-five in-service teachers, randomly selected from two school districts, completed the twenty-five item questionnaire describing the behavior of their supervisors during supervisory conferences. The data were subjected to factor analysis and subsequent alpha-internal reliability estimates. Results indicated that the instrument is a one-factor or one-scale measure of supervisor non-directive behavior, with eleven of the questionnaire's twenty-five items comprising the scale. Alpha-internal reliability was estimated at .83. An estimate of the construct validity was based on the correlation between this scale and the pre-established Barrett-Lennard Relationships Inventory; both were administered concurrently to twenty-three teachers. Correlation was .67, corrected for attenuation at .80. The scale and supporting data are attached. (Author/CP)

ED 169 113 TM 008 560

Smith, Ester G. And Others
Models for State Use in Evaluating Vocational Education: Work in Progress.
Contract Research Corp., Belmont, Mass.
Pub Date-31 Mar 78
Note-27p.; Paper presented at the Annual Meeting of the American Educational Research Association (62nd, Toronto, Ontario, Canada, March 27-31, 1978)
Pub Type- Speeches/Meeting Papers (150) - Reports - Research (143)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Educational Legislation, Educational Programs, *Evaluation Methods, *Evaluation Needs, *Federal Regulation, Field Studies, Models, Postsecondary Education, *Program Evaluation, Secondary Education, *State Programs, *Vocational Education

This paper describes work in progress on a project designed to provide the framework of an evaluation system which states may use to comply with evaluation requirements in the Education Amendments of 1976 (Public Law 94-482). The specific objectives are to: (1) develop and field test a process model to evaluate planning and operational processes of formally organized vocational education programs and assess the provision of services to special populations; (2) develop a product-impact model to evaluate student achievement resulting from participation in selected occupational programs; (3) develop and field test a product-outcome model to evaluate the career development of vocational students, both those completing and those leaving programs; and (4) prepare a guide describing the models, implementation procedures, and their usefulness on state and local levels. The evaluation system in development draws upon existing theoretical constructs and builds on the state-of-the-art in vocational education evaluation. (Author/GDC)

ED 169 157 UD 019 245

Harney, Robert F.

Italians in Canada. Occasional Papers on Ethnic and Immigration Studies, No. 78-1.

Ontario Multicultural History Society, Toronto.
Pub Date-Oct 78
Note-42p.
Available from-Multicultural History Society of Ontario, 43 Queen's Park Crescent East, Toronto, Ontario M5S 2C3 ($1.50)
Pub Type- Opinion Papers (120) - Information Analysis (070)
Document Not Available from EDRS.
Descriptors-Cultural Background, Cultural Differences, *Cultural Interrelationships, *Cultural Pluralism, Discriminatory Attitudes (Social), *Ethnic Origins, Ethnic Stereotypes, *Ethnography, Government Role, Historiography, *Immigrants
Identifiers-*Canada, *Italians

Examined in this paper is the relationship between the early reconnaissance and arrival of individual Italians and the great flow of migration into Canada by the Italians at the turn of the century. Taken into consideration are the Italian origins of some early Canadian heroes and the degree of their "Italianita." Differences between these individuals and the less notable Italian settlers and soldiers who set many of the patterns that were important in the later mass migration are pointed out. Lapses in the immigration of Italians to Canada are described from a historical perspective. Occupations and trades characteristic of the Italian immigrants and their influences on Canadian enterprise and society are discussed. Problems of stereotyping and discriminatory attitudes experienced by the immigrants are also discussed from both sociological and historical viewpoints. In addition, references are made to the on again/off again relationship that existed between the Canadian government and the immigrants at different points in history. Considerable attention is given to the ways the "new immigrants" were at the heart of the organization and full industrialization of Canada. (EB)

ED 169 199 UD 019 322

The Federal Fair Housing Enforcement Effort. A Report of the United States Commission on Civil Rights.

Commission on Civil Rights, Washington, D.C.
Pub Date-Mar 79
Note-258p.; Parts of this document may be marginally legible due to small print size
Available from-Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402
Pub Type- Reports - Evaluative (142)
EDRS Price - MF01/PC11 Plus Postage.
Descriptors-*Federal Government, *Federal Legislation, *Federal Programs, *Federal Regulation, *Housing Discrimination, *Housing Opportunities, Program Evaluation, Racial Discrimination, Sex Discrimination

The purpose of this report is to determine how well the Federal Government has done its civil rights enforcement job, particularly in eliminating discrimination in housing, during the period from January 1975 through August 1978. Reported on are the Government's activities under the following laws: (1) Title VIII of the Civil Rights Act of 1968; (2) Title VI of the Civil Rights Act of 1964; (3) the Equal Credit Opportunity Act; (4) the Community Reinvestment Act; and (5) the Home Mortgage Disclosure Act. Also covered are the fair housing activities of the Department of Housing and Urban Development, the Federal Reserve Board, the Federal Deposit Insurance Corporation, the Office of the Comptroller of the Currency, the Federal Home Loan Bank Board, the General Services Administration, and the Veterans Administration. In addition, the fair housing enforcement efforts of the Departments of Justice, Defense, and Agriculture, as well as the fair housing roles of more than 50 other Federal agencies which can affect housing opportunities in connection with their program or regulatory operations are reported on. (Author/EB)

ED 168 947 SO 011 612

Washburn, David E.

Ethnic Studies in Pennsylvania.

Pittsburgh Univ., Pa. University Center for International Studies.
Spons Agency-Bureau of Postsecondary Education (DHEW/OE), Washington, D.C. Div. of International Education.
Pub Date-78
Note-142p.
Available from-University Center for International Studies, Publications Section, University of Pittsburgh, G-6 Mervis Hall, Pittsburgh, Pennsylvania 15260 ($3.95 paperbound)
Pub Type- Reports - Research (143)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-Adult Education, Cultural Background, Cultural Differences, Cultural Pluralism, Data Analysis, *Educational Assessment, *Educational Needs, Educational Objectives, Educational Practice, Elementary Secondary Education, *Ethnic Studies, Information Dissemination, Inquiry Training, *Multicultural Education, Private Schools, *Program Development, Public Schools, State Surveys, Tables (Data), Teacher Education
Identifiers-Pennsylvania

To provide information to educators and curriculum developers on strengths, weaknesses, and needs of ethnic studies programs in Pennsylvania, the report offers an overview of the nature and extent of ethnic studies programs operated by Pennsylvania's postsecondary institutions, public school systems, and nonpublic schools. Information is based on data gathered in a survey of treatment by Pennsylvania's schools of racial, religious, and ethnic groups in courses, curricula, or programs. Data were analyzed from the perspective of democratic pluralism and were based upon the 294 Pennsylvania schools which reported having ethnic studies. The book is presented in five chapters. Chapter I introduces the study. Chapters II, III, and IV offer data for postsecondary schools, public schools (K-12) and nonpublic schools (K-12). The final chapter offers conclusions including that ethnic studies is a relatively new enterprise within the educational system and is increasing in importance in Pennsylvania schools. Recommendations made on the basis of this growth trend include that ethnic studies should be interdisciplinary, offered at all grade levels, a focus of teacher education programs, and an impetus to school/community communication. A survey questionnaire is presented in the appendix. (DB)

ED 169 018 SP 014 015

A Workshop for Interdisciplinary Faculty Teaming. Description of Teacher Inservice Education Materials.

National Education Association, Washington, D.C. Project on Utilization of Inservice Education R & D Outcomes.
Spons Agency-National Inst. of Education (DHEW), Washington, D.C.
Pub Date-Apr 77
Contract-400-76-0091
Note-8p.
Pub Type- Reports - Descriptive (141)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Group Dynamics, *Instructional Materials, Interaction, *Learning Modules, Teacher Workshops, *Team Teaching, *Team Training, Validated Programs

The described learning module consists of directions and materials for setting up a workshop designed to develop team teaching skills for elementary and secondary school teachers. The scope and sequencing of topics is described as well as the activities and resources involved in using the module. Ordering information is provided, and a critique of the module is included. (JD)

Applied Science and Research Applications: Recent Research Reports.
National Science Foundation, Washington, D.C. Directorate for Applied Science and Research Applications.

Report No.-NSF-RA-790012
Pub Date-Mar 79
Note-77p.
Available from-Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (Stock Number 038-000-00403-4; $2.50)
Pub Type- Reference Materials - Bibliographies (131)
EDRS Price - MF01/PC04 Plus Postage.
Descriptors-Behavioral Sciences, Engineering, *Environmental Research, Mathematics, *Natural Sciences, Physical Sciences, *Research, Science Education, *Scientific Research, *Social Sciences

This report contains abstracts of new technical reports and other documents resulting from research supported by the directorate for Applied Science and Research Applications of the National Science Foundation. Research reports from current programs include work in the areas of public policy and regulation; public service delivery and urban problems; physical, mathematical and engineering applications; geophysical and environmental applications; earthquake hazards mitigation; chemical threats to man and environment; alternate biological sources of materials; and intergovernmental science and public technology. Reports from previously supported research include energy systems, fire research, weather modification, nonrenewable resources, and symposium proceedings. (BB)

ED 168 929 SO 011 587

Teaching Strategies from the Arizona Comprehensive/Integrated Arts Program.

Arizona State Dept. of Education, Phoenix.
Pub Date-78
Note-86p.; Photographs on page 19 may not reproduce clearly
Pub Type- Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC04 Plus Postage.
Descriptors-Art Activities, Auditory Perception, Career Education, *Cognitive Processes, Concept Formation, Creative Thinking, Critical Thinking, Dance, Drama, Elementary Education, *Fine Arts, Health Education, *Interdisciplinary Approach, Language Arts, Logical Thinking, Mathematics, Music, *Perceptual Development, *Personal Growth, Physical Education, Reading, Sciences, Self Actualization, Social Development, Social Studies, *Teaching Methods, Visualization

These 28 interdisciplinary learning activities for elementary children are designed to provide perceptual, cognitive, and personal-social growth experiences. Subject areas included are art, dance, language arts, math, music, science, career education, health, physical education, reading, and social studies. The teaching strategies, which provide teachers with several means of measuring student growth, are designed to demonstrate the interrelatedness of all learning. Each sheet is coded according to its relevance to several areas of the curriculum and to the skills emphasized. The purpose, procedure, and required materials are listed. For example, an activity which encompasses the fields of music and science consists of identifying musical instruments by their sounds or of duplicating sound patterns. The purpose of the activity is to develop auditory discrimination, memory, imagery, and sequencing skills. Other activities include listening to and recreating the motion of popping corn, body language exercises, creative writing from photographs, story improvisation, and the recognition of feelings and moods through movement. (KC)

Specific Learning Disabilities. Description of Teacher Inservice Education Materials.

National Education Association, Washington, D.C. Project on Utilization of Inservice Education R & D Outcomes.
Spons Agency-National Inst. of Education (DHEW), Washington, D.C.
Pub Date-May 77
Contract-400-76-0091
Note-8p.
Pub Type- Reports - Descriptive (141)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Behavior Patterns, *Diagnostic Teaching, Elementary Education, *Inservice Teacher Education, *Instructional Materials, Learning Characteristics, *Learning Disabilities, *Special Education, Teaching Skills, Validated Programs

The teacher inservice program described here is intended to familiarize the participant with the behavioral and learning characteristics of classroom children who have specific learning disabilities. Subjects covered include visual and auditory perception and learning; remediation of specific language, reading, and writing problems; and motor and arithmetic disabilities. This descriptive report provides information on the purposes and content of the program as well as activities and resources involved. A critique, history of development, and ordering information are also included. (DS)

ED 169 047 SP 014 088

Sutherland, Mary S.

Teacher Effectiveness in Health Education.

Pub Date-78
Note-8p.
Pub Type- Reports - Evaluative (142)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Effective Teaching, *Health Education, Student Evaluation of Teacher Performance, *Student Teacher Relationship, Teacher Behavior, *Teacher Characteristics, *Teacher Evaluation, Teaching Skills

The personal attributes and characteristics of an effective health education teacher are described. It is pointed out that in the field of health education not only are cognitive objectives important but also bringing about desired change in behavior. An analysis of students' reactions to health instruction revealed that the teacher's attitude and way of interacting with individuals had the greatest impact upon student achievement. (JD)

ED 169 134 TM 008 738

Ebel, Robert L.

The Role of Standardized Tests in College Admissions, Credit and Placement.

Pub Date-30 Oct 78

Note-10p.; Paper presented at the National Forum of the College Entrance Examination Board (New York, New York, October 30, 1978)

Pub Type- Speeches/Meeting Papers (150) - Opinion Papers (120)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Achievement Tests, *College Entrance Examinations, Disclosure, *Educational Assessment, Equivalency Tests, *Evaluation Needs, Higher Education, Objective Tests, Publicize, Secondary Education, *Standardized Tests, Student Evaluation, *Testing Problems

Identifiers-Alternatives to Standardized Testing

The basic rationale for using standardized tests for college admission, credit, and placement is that they are relevant and reliable. Such tests require the student to demonstrate the kind of competence that schools teach the kind of competence required to work effectively in the modern world, to develop fully the human potential, and to enjoy life. Opponents of standardized tests often suggest alternatives such as more systematic documentation of the learning process, more extensive displays of student papers and projects, more frequent communication with parents. But these alternatives focus more on the instructional process than on the learning product. They seldom provide means for quantifying the amount that has been learned or for measuring pupil achievement in learning; the essential element is missing. The alternatives proposed are not effective substitutes for tests. Standardized tests are not perfect, but the main reason why they are opposed is not because of their imperfections. It is because they are the tools of accountability that might be applied to many who feel more secure when not being held accountable. But if we seek quality education, we must hold educators accountable; there must be public assessment of student achievement. (Author/GDC)

ED 169 019 SP 014 018

Handbook for Managing Individualized Learning in Classroom. Description of Teacher Inservice Education Materials.
National Education Association, Washington, D.C. Project on Utilization of Inservice Education R & D Outcomes.
Spons Agency-National Inst. of Education (DHEW), Washington, D.C.
Pub Date-May 77
Contract-400-76-0091
Note-8p.
Pub Type- Reports - Descriptive (141)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Class Management, Class Organization, *Classroom Arrangement, *Individualized Instruction, *Inservice Teacher Education, *Instructional Materials, Learning Modules, Validated Programs

The intent of the described product is to assist teachers in designing and managing their classrooms for individualized instruction. An abridged table of contents of the handbook described is presented. Also included are a description of activities and resources involved in using the handbook, ordering information, and a critique of its contents and effectiveness. (JD)

ED 169 178 UD 019 273

Gordon, Edmund W.

Cultural and Economic Factors Affecting the Educational Process.

Pub Date-15 Apr 78
Note-9p.; Not available in hard copy due to reproduction quality of the original document
Pub Type- Information Analysis (070)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-Academic Achievement, *Affective Behavior, *Disadvantaged Youth, Economic Factors, *Equal Education, *Health, *Intellectual Development, *Low Income Groups

Contemporary research provides evidence of a variety of behaviors and conditions encountered in children from economically disadvantaged backgrounds with sufficient frequency to justify the conclusion that they are either induced or nurtured by conditions of poverty. Numerous health-related conditions are felt to have implications for school and general social adjustment. The relationship of income level to intellectual development, academic achievement, and educational opportunity has been studied. Attempts to identify social affective behaviors which are associated with poverty in children have yielded tenuous results. Nonetheless, health status, intellectual function, and personal social adjustment appear to be influenced by conditions of poverty. Programs for the socially disadvantaged must be designed to relieve the impact of poverty on learning and development. (Author/WI)

ED 168 912 SO 011 342

Stevens, W. Williams, Jr. And Others
State Government and Politics in the Secondary Curriculum.
Sangamon State Univ., Springfield, Ill.
Spons Agency-Illinois State Office of Education, Springfield.; Johnson Foundation, Inc., Racine, Wis.
Pub Date-78
Note-114p.; Paper presented at Meeting of Illinois Legislative Studies Center (Racine, Wisconsin, March 13-15, 1977); Figure 1 on page 44, and Figure 2 on page 47 may not reproduce clearly due to small print type of original document
Available from-Sangamon State University, Shepherd Road, Springfield, Illinois 62708 ($2.40 paper copy)
Pub Type- Guides - Non-Classroom (055) - Speeches/Meeting Papers (150)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-*American Government (Course), Citizenship, Civics, *Curriculum Development, *Curriculum Problems, Educational Needs, Educational Problems, Policy Formation, Political Issues, Political Power, Political Science, *Politics, *Public Policy, Secondary Education, Social Studies, *State Government

These seven papers address problems of teaching about state government and politics at the secondary level and provide a framework and suggestions for improving the curriculum. The first paper analyzes the current civics curriculum and notes that textbooks underemphasize state government and overemphasize the structure and the formal procedures of government. This overemphasis excludes discussions of process and interaction within state government. The second paper, written by a state legislator, also notes that the experience of politics is missing from the high school curriculum and outlines the way in which the political "game" is played. Papers three through six present a four-stage model of public policy development which describes initiation of policy demands, enactment of public policy by the legislative and executive branches, implementation of public policy, and assessment of policy outcomes. The final paper presents suggestions for developing curriculum materials based on the above analytical framework. (Author/KC)

ED 168 966 SO 011 646

Caswell, Hollis L.
The Revisionist Historians and Educational Practice.

Pub Date-79
Note-7p.; Paper presented at joint session of American Educational Research Association and the Society for the Study of Curriculum History (San Francisco, California, April 9, 1979)
Pub Type- Speeches/Meeting Papers (150) - Opinion Papers (120)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Bias, Educational Assessment, *Educational History, Educational Objectives, Educational Philosophy, *Educational Practice, Educational Problems, Elementary Secondary Education, *Information Needs, Intellectual History, *Modern History, Primary Sources, Progressive Education, Research Needs, Research Problems

Limitations of interpretations of revisionist historians concerning educational development in the 1930s and 1940s are examined. Revisionists have made uninformed assumptions about educational practice and have ignored significant aspects of educational development. Often their conclusions are too limited in scope. For example, they tend to view the progressive education movement as the major expression of liberal educational thought. However, these historians have neglected state and local curriculum programs. Two other conclusions seem to be lacking in evidence drawn from educational practice. One is the contention that educators have largely ignored the roles of community agencies other than the schools in the educational process. The second is that schools are oppressive institutions which regiment, indoctrinate, and sort children. This conclusion excludes an examination of classroom aims, content, and methods, and consideration of directional changes. Actually, since educational practice is so diverse, generalizations about instruction are invalid. Revisionists have also neglected source materials concerning curriculum development during this era. It is suggested that these historians will present a more valid picture of progressive education if they give more attention to what really happened in the schools during the 1930s and 1940s and to the kind of change that leaders in the field were seeking. (Author/KC)

ED 169 048 SP 014 090

Lee, Mabel
Memories Beyond Bloomers. (1924-1954).
American Alliance for Health, Physical Education, and Recreation, Washington, D.C.
Pub Date-78
Note-468p.
Available from-AAHPER Promotion, 1201 16th St., N.W., Washington, D.C. 20036 ($15.00)
Pub Type- Creative Works (030) - Books (010)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-Changing Attitudes, Educational Change, *Educational History, *Feminism, *Physical Education, Social Values, *Womens Athletics, *Womens Education

This autobiography of a woman physical education instructor covers the developments in her field from 1924 to 1954. The increasing interest in physical education for women, the changing attitudes and values over these years, and the growth of physical education organizations are the major themes in this book. (JD)

Green, Kathy
Multiple Choice Converted to True-False: Comparative Reliabilities and Validities.
Pub Date-78
Note-10p.; Paper presented at the Annual Meeting of the Western Psychological Association (San Francisco, California, 1978)
Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Achievement Tests, *Comparative Testing, Higher Education, *Multiple Choice Tests, Reaction Time, Response Style (Tests), *Test Construction, *Test Reliability, *Test Validity
Identifiers-Teacher Developed Tests, *True False Tests

Forty three-option multiple choice (MC) statements on a midterm examination were converted to 120 true-false (TF) statements, identical in content. Test forms (MC and TF) were randomly administered to 50 undergraduates, to investigate the validity and internal consistency reliability of the two forms. A Kuder-Richardson formula 20 reliability was computed for each form. Reliability of the MC form was then adjusted with the Spearman-Brown formula to equate testing time, since the MC form took three-fourths as much time to complete as the TF form. Adjusted reliability coefficients of the TF and MC forms were .80 and .73, respectively. To compare validity, a Pearson product moment correlation was computed between test score and grade point average; validity coefficients were .49 (TF) and .52 (MC). Results support the use of TF teacher made tests as alternatives to MC tests with no loss in reliability or validity. However, as previous studies have shown, these results are not obtained when MC items are revised and the range of the TF form is restricted. (CP)

ED 169 093 TM 008 487

Englert, Richard M.

The Impact of Federal Legislation Upon Educational Research and Evaluation: An Overview.

Pub Date-Mar 78
Note-53p.; Paper presented at the Annual Meeting of the American Educational Research Association (62nd, Toronto, Ontario, Canada, March 27-31, 1978)
Pub Type- Speeches/Meeting Papers (150) - Opinion Papers (120) - Historical Materials (060)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-*Educational Legislation, *Educational Research, Federal Government, *Federal Legislation, *Federal Regulation, *Government Role, Policy Formation, *Political Influences, Research and Development Centers, Research Problems

The impact of federal legislation upon educational research and evaluation is explored in detail within a political systems framework. Specific laws have affected the financial support, organization, and function of research and development services. These laws include: the Cooperative Research Act (1954); the Elementary and Secondary Education Act (1965) which authorized the Educational Research and Development Centers and the Regional Educational Laboratories; and the Education Amendment of 1972 which created the National Institute of Education. The influence of federal legislation on individual rights has also been considerable; specifically the Civil Rights Act (1964); the Freedom of Information Act (1966); the National Research Act (1974); and the Family Educational Rights and Privacy Act (1974). The following implications should be recognized before the full notion of impact can be understood. (1) The relationship between federal legislation and educational research is essentially political, application of the political systems theory is appropriate. (2) A public relations campaign is needed to offset misconceptions about educational research. (3) Federal impact is considerable and partly uncontrollable. (4) The entire field needs a balanced, continuous, and integrated federal legislative approach which recognizes the dangers of polarization between researchers and practitioners, and between researchers and subjects. (CP)

Powell, Marjorie
Utilization of Research by a Policy-Making Regulatory Agency: A Case Study.
Pub Date- Mar 78
Note-18p.; Paper presented at the Annual Meeting of the American Educational Research Association (62nd, Toronto, Ontario, Canada, March 27-31, 1978)
Pub Type- Speeches/Meeting Papers (150) - Reports - Descriptive (141)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Case Studies, Classroom Research, *Effective Teaching, Elementary Education, *Policy Formation, *Research Utilization, *State Licensing Boards, *Teacher Certification, Teacher Education
Identifiers-*Beginning Teacher Evaluation Study, California

The California Commission for Teacher Preparation and Licensing, responsible for teacher certification and approval of programs of teacher education, is conducting a major research effort to identify teaching behaviors that are related to student learning of reading and mathematics in the elementary grades: The Beginning Teacher Evaluation Study. While the results will not indicate which specific policy alternatives should be adopted, they will have, and already have had, an impact on the thoughts and actions of the members of the policy making body. Policy makers have modified their conceptions of teaching and teacher education; learned about the research process and used research to answer other questions; used results in their individual work; and heard the results quoted by individuals arguing for specific policy decisions. In addition, those subject to the regulations of the Commission have become more aware of and concerned with the results of research on teaching. Specific examples are discussed to elaborate each of these uses of the research results. (Author/GDC)

ED 169 158 UD 019 246

National Conference on Minority Group Alcohol, Drug Abuse and Mental Health Issues. Conference Proceedings (1st, Denver, Colorado, May 22-24, 1978).

InterAmerica Research Associates, Washington, D.C.
Spons Agency-National Inst. of Mental Health (DHEW), Rockville, Md.
Pub Date- 79
Contract-283-77-0005 (OA)
Note-100p.
Pub Type
EDRS Price - MF01/PC04 Plus Postage.
Descriptors-*Alcoholism, Change Strategies, *Drug Abuse, Medical Treatment, *Mental Health, *Minority Groups, Outreach Programs, *Prevention, Public Policy, Research Needs, *Social Problems, Social Services

Reported on in this document are the proceedings of a conference on minority group problems. The problems of alcohol, drug abuse and mental health, and public policies at the State, local and Federal levels as they impact upon racial minorities are some of the issues discussed. Areas of concern focused on include: (1) treatment; (2) precipitating, predisposing and contributing factors of alcoholism, drug abuse and mental illness among minorities; (3) factors that should be addressed in the area of research; (4) manpower needs and resources; (5) accreditation of minority service providers; (6) prevention; (7) special needs of rural and migrant minorities; (8) socioeconomic influences; and (9) institutionalization and deinstitutionalization. Specific recommendations and implementation strategies for dealing with these issues are suggested. In addition, the participants and recommendations of four specific minority group networks (Asian Americans, blacks, Hispanics and Native Americans) are listed. Appended are listings of conference participants, planning committee members, resource documents and a sample of the conference agenda. (EB)

ED 169 200 UD 019 323

Thomas, Earl Preston Comick, Marvin L.

Paterson, New Jersey: A Fiscal and Educational Profile. A Report of the New Jersey Education Reform Project.

Greater Newark Urban Coalition, N.J.; National Urban Coalition, Washington, D.C.

Pub Date-Mar 79

Note-32p.

Pub Type- Reports - Descriptive (141)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-*Educational Assessment, Educational Finance, *Educational Improvement, Elementary Secondary Education, Expenditure Per Student, *Financial Problems, *School District Spending, *School Support, State Aid, Student Improvement, Student Testing, Teacher Morale, Teacher Salaries

Identifiers-*New Jersey (Paterson)

Despite the fact that Paterson has a high level of documented need, the city is below the State and Passaic County averages for professional staff per 1000 weighted pupils and per pupil expenditures for instructional materials. Teacher salaries are among the lowest in the State and teacher morale is reputed to be low. Even after two years of financial reform, Paterson's position in relation to the State and County is actually worse. To the extent that educational quality is related to educational expenditures, fiscal conditions in the city have hurt the district. State aid is not in proportion to the level of educational need in Paterson. There is nothing bright about Paterson's immediate future. The current school finance law will remain in force until overturned or modified and local decisionmakers in the city are expected to continue to keep taxes and educational spending at the bare minimum. It is doubtful that student performance on statewide tests will improve appreciably, if at all, without drastic change in the district. (Author/EB)

ED 168 888 SE 027 519

Science Education Newsletter No. 38.

British Council, London (England). Science Dept.
Pub Date-Jan 79
Note-17p.
Pub Type- Collected Works - Serials (022)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Elementary Education, *Elementary School Science, *Higher Education, *Mathematics Education, *Science Education, Secondary Education, *Secondary School Science
Identifiers-*Great Britain

This issue is divided into three sections: (1) Activities in Britain; (2) Overseas and International Activities; and (3) News. Numerous topics of interest to secondary school science and mathematics education pertaining to British education are presented. Included are reports on meetings, college programs, educational research, and educational projects. The overseas section includes information on South Africa, Botswana, Southeast Asia, Mauritius, Zambia, New Zealand, and others. (RH)

ED 168 863 SE 026 964

Ogborn, Jon, Ed. And Others
Individual Study in Undergraduate Science. Higher Education Learning Project (h.e.l.p.) - Physics.
Spons Agency-Nuffield Foundation, London (England).
Pub Date-77
Note-232p.; For related documents, see SE 026 965-966
Available from-Heinemann Educational Books, 22 South Broadway, Salem, New Hampshire 03079 ($15.65)
Pub Type- Guides - Classroom - Teacher (052)
Document Not Available from EDRS.
Descriptors-Autoinstructional Methods, Biology, College Science, *Higher Education, *Independent Study, Individualized Instruction, Learning Modules, *Physics, *Science Education, *Teaching Techniques

The bulk of this book consists of case studies of a variety of forms of individualized instruction, including Keller Plan courses. The last third of the book deals with the general aspects of using an individualized system of instruction. This portion contains many suggestions about the operational details of an individualized course. (Author/BB)

ED 168 930 SO 011 588

Lahr, J. Stephen
Handbook for Art Education, K-12.
Nebraska State Dept. of Education, Lincoln.
Pub Date-78
Note-66p.; Several charts may not reproduce clearly due to small and light print type of original document; Funding information on page 54 has been removed by ERIC
Pub Type- Guides - General (050)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-Aesthetic Education, Art Activities, Art Appreciation, *Art Education, Check Lists, Creativity, Cultural Enrichment, *Curriculum Development, *Educational Needs, *Educational Objectives, *Educational Practice, Elementary Secondary Education, Guidelines, Student Role, Superintendent Role, Teacher Role

The document presents guidelines to help art educators in elementary and secondary schools develop and implement art education programs. The guidelines were developed by Nebraska educators along lines suggested by the National Art Education Association. Major objectives are to help students develop personal expression, qualitative aesthetic judgments, cultural understandings, and visual discrimination. The document is presented in five chapters. Chapter I, designed for school administrators, presents information on the role of the board of education, principal, art supervisor, and art teacher in various types of art programs. Chapter II focuses on elementary school art programs. Information is presented on objectives, creativity, art projects for various grade levels, teacher role, evaluating student progress, and using instructional television. Chapter III discusses junior high school art programs. Topics discussed include objectives, materials, equipment, scheduling, art shows, and course credit. Chapter IV discusses secondary art programs and provides information on articulation of K-12 art programs. Students are involved in a variety of art activities at each grade level including drawing from different perspectives, describing and using basic art tools, learning about visual art heritage, and producing original art objects. The final chapter deals with budget considerations, uses of community and state resources, equipment purchasing, and additional resources relating to careers in arts and crafts. (DB)

ED 168 948 SO 011 621

First National Conference on Citizenship.
National Education Association, Washington, D.C.
Pub Date-May 46
Note-112p.; For related documents, see SO 011 622-628; Photographs throughout document may not reproduce clearly; Papers presented at the National Conference on Citizenship of the National Education Association (1st Philadelphia, Pennsylvania, May 17-18, 1946)
Pub Type- Speeches/Meeting Papers (150)
EDRS Price - MF01/PC05 Plus Postage.
Descriptors-*American Culture, *Citizen Participation, *Citizenship, *Citizenship Responsibility, Civics, Critical Thinking, Democratic Values, *Educational Needs, Educational Objectives, Elementary Secondary Education, Global Approach, Government Role, Higher Education, Leadership Qualities, Leadership Responsibility, Moral Development, Peace, Politics, Social Change, Socioeconomic Influences, *United States History, Values, War

Presented are general session and discussion group reports from a citizenship conference held in Philadelphia in May, 1946. Directed by the National Citizenship Committee of the National Education Association, the conference provided an opportunity for political, business, educational, and religious leaders to discuss benefits and responsibilities of citizenship during the period following World War II. Specific objectives of the conference were to clarify leadership responsibilities in the area of citizenship and to define the role of education in helping citizens become responsible political participants. The 50 conference speakers included college deans, superintendents of schools, the mayor of Philadelphia, government officials, members of the clergy, state governors, corporation presidents, labor leaders, senators, foundation spokesmen, and citizens council representatives. Topics discussed included characteristics of good citizenship, world community, social change, duties of citizenship, American heritage, world freedom, reasons for participating in civic affairs, human rights, the need for citizenship recognition programs, and the citizenship value of participating in the war effort. (DB)

ED 168 992 SP 013 986

An Introduction to Mainstreaming (A Four-Part Series). Description of Teacher Inservice Education Materials.
National Education Association, Washington, D.C. Project on Utilization of Inservice Education R & D Outcomes.
Spons Agency-National Inst. of Education (DHEW), Washington, D.C.
Pub Date-Mar 78
Contract-400-76-0091
Note-8p.
Pub Type- Reports - Descriptive (141)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Changing Attitudes, *Educational History, Elementary Secondary Education, Exceptional Persons, *Handicapped Students, *Inservice Teacher Education, *Instructional Materials, *Mainstreaming, Special Education Teachers, *Teacher Programs, Validated Programs, Videotape Recordings

The intent of the teacher program described here is to approach the subject of mainstreaming from an historical perspective and in the context of today's education. The focus is on integrating students with learning disabilities, emotional disturbances, and physical handicaps (visual, auditory, and orthopedic) or who are mentally retarded. Videotapes are used to depict handicapped students in regular reading, mathematics, and language classes. This descriptive report provides further information on the purposes and content of the program as well as activities and resources involved. A critique, history of development, and ordering information are also included. (DS)

ED 169 020 SP 014 019

Child Development: With Implications for Working with Disadvantaged Children and Their Families. Description of Teacher Inservice Education Materials.
National Education Association, Washington, D.C. Project on Utilization of Inservice Education R & D Outcomes.
Spons Agency-National Inst. of Education (DHEW), Washington, D.C.
Pub Date-Jul 77
Contract-400-76-0091
Note-8p.
Pub Type- Reports - Descriptive (141)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Child Development, Culturally Disadvantaged, *Disadvantaged Youth, Individualized Instruction, *Inservice Teacher Education, *Learning, *Learning Modules, *Teaching Skills, Validated Programs

The learning module cluster described here attempts to heighten teachers' awareness of the effects of cultural deprivation upon childhood development and the subsequent effects on learning. The product intends to guide teachers in developing competency in dealing with these adverse effects. This descriptive report provides information on the purposes and content of the modules as well as activities and resources involved. A critique, history of development, and ordering information are also included. (DS)

ED 169 135 TM 008 749

Bessemer, David W. Spencer, Mary L.

Functional Literacy in Schoolchildren. Definition and Criteria of Test Selection.

System Development Corp., Santa Monica, Calif.
Spons Agency-Pacific Training and Technical Assistance Corp., Berkeley, Calif.
Pub Date-29 Aug 75
Note-44p.; For related document, see TM 088 766
Pub Type- Guides - Non-Classroom (055)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Achievement Tests, Basic Skills, *Calculation, Compensatory Education Programs, *Criteria, *Functional Illiteracy, *Functional Reading, Intermediate Grades, Junior High Schools, *Literacy, Reading Achievement, *Test Selection, Test Validity
Identifiers-Elementary Secondary Education Act Title I

As part of the development of a functional literacy test for fourth through eigth grade children in Title I compensatory education programs, this report defines functional literacy for children and enumerates criteria for evaluating existing tests. Criteria for selection of a test include: (1) content, empirical, and construct validity; (2) appropriateness of the test for the examinee population, including disadvantaged children; (3) technical quality, including reliability and normative standards; and (4) usability by non-expert personnel, objective machine scoring procedures, and interpretation. The test should be an independent entity rather than components of an achievement test battery. The test will be in English, but a Spanish-language version should also be available. (MH)

ED 169 179 UD 019 274

Gordon, Edmund
The Political Economics of Effective Schooling.
Pub Date- 79
Note-25p.; Not available in hard copy due to the reproduction quality of the original document
Pub Type- Opinion Papers (120)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-*Disadvantaged Youth, Educational Finance, Elementary Secondary Education, *Equal Education, *Failure Factors, *Intellectual Development, Low Income Groups, Minority Groups, *Nature Nurture Controversy, School Responsibility

Two lines of argument have been advanced to support the assertion that schooling makes little difference in the efforts of low status people to achieve equality or a fair chance at survival. One says that the genetic inferiority of certain races makes them incapable of benefitting from schooling. Although there is no hard biological evidence to support this viewpoint, it has been widely publicized and used as an argument against compensatory education. The second argument asserts that schools are not effective forces in changing the life chances of pupils. The view that schooling and the achievement of economic equality have little direct relationship has been used to justify reduced expenditures on schooling and lower demands on education. However, the problems of educating disadvantaged populations who have been systematically deprived of educational opportunity require attention to issues such as differential patterns of intellectual and social function; health-related conditions affecting children and their ability to learn; ethnic and cultural incongruities between school staff and the children and community; and schools' accountability as social institutions. As things now stand, arguments against effective schooling rely on questionable research which serves to relieve schools and the society of the responsibility for providing equal education. (Author/WI)

ED 168 889 SE 027 521

Blosser, Patricia E., Ed. Steiner, Robert L., Ed.

Investigations in Science Education, Vol. 4, No. 3. Expanded Abstracts and Critical Analyses of Recent Research.

Ohio State Univ., Columbus. Center for Science and Mathematics Education.

Pub Date-78

Note-71p.

Available from-Information Reference Center (ERIC/IRC), The Ohio State University, 1200 Chambers Rd., 3rd Floor, Columbus, Ohio 43212 (Subscription $6.00, $1.75 single copy)

Pub Type- Reports - Research (143)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors-*Abstracts, *Educational Research, *Instruction, *Problem Solving, Process Education, Research, Research Methodology, Science Education, *Teacher Education

This issue of Investigations In Science Education'' (ISE) contains abstracts and critical analyses, prepared by science educators, of research reports published in professional journals. The 11 reports discussed involve instruction, problem solving, process skill development, teacher education and behavior, and attitudes. Each abstract includes bibliographical data, research design and procedure, purpose, research rationale, and an abstractor's analysis of the research. (PB)

ED 169 049 SP 014 092

Lorton, Eveleen And Others
The Teacher's World. Special Current Issues Publication No. 9.
ERIC Clearinghouse on Teacher Education, Washington, D.C.
Spons Agency-National Inst. of Education (DHEW), Washington, D.C.
Pub Date-79
Note-39p.
Pub Type- Reports - Research (143)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Academic Ability, Administrative Problems, Career Choice, Discipline Problems, Educational Finance, Institutional Characteristics, Job Satisfaction, Parent School Relationship, *State of the Art Reviews, *Teacher Attitudes, *Teaching Experience

Findings resulting from a broad survey of practicing teachers are reported and analyzed in this monograph. The survey instruments were in the form of a questionnaire and selected personal interviews. The reported topics are in the following ten categories: (1) career selection and satisfaction; (2) staff development; (3) discipline problems; (4) student academic difficulties; (5) administrative concerns; (6) parent relations; (7) school finance; (8) job characteristics; (9) characteristics of teaching; and (10) interview findings, summary, and recommendations. (JD)

ED 168 913 SO 011 397

Shaver, James P.

Design Considerations for Classroom Research.

Pub Date-23 Nov 78
Note-15p.; Paper prepared for Annual Meeting of the National Council for the Social Studies (Houston, Texas, November 23, 1978)
Pub Type- Speeches/Meeting Papers (150) - Reports - Evaluative (142) - Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Classroom Research, Data Analysis, Decision Making, Educational Improvement, Educational Objectives, *Educational Research, Elementary Secondary Education, Information Needs, Predictor Variables, *Research Design, Research Methodology, Research Needs, *Research Utilization, Statistical Analysis, *Teacher Role

Classroom teachers need to make sound judgments and decisions concerning curricular and instructional issues. The teachers who wish to become more effective in the classroom should learn to develop their own research designs since educational research reported in journals is often inconclusive, conflicting, or not relevant to the classroom teachers. Experimental studies can be particularly helpful to teachers if they investigate the effects of variables such as textbooks, tests, and homework assignments on one or more other variables such as student knowledge, student attitudes, and length of time required to complete a test or homework assignment. Factors to be considered when designing an experimental study include experimental validity (comparing and contrasting results with results from a control group or situation), internal validity (extent to which the observed effect appears to be due to one's experimentation), and external validity (determination of persons and circumstances to which the results apply). The conclusion is that teachers can do valid classroom research if they combine simple descriptive statistics with common sense and exercise care in maintaining experimental validity when they gather information. (DB)

ED 168 967 SP 011 994

Carroll, Stephen J.

Past and Likely Future Trends in the Labor Market for Teachers.

Pub Date-Mar 77

Note-21p.

Pub Type- Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Birth Rate, *Employment Opportunities, Enrollment Trends, *Job Market, Population Trends, *Teacher Employment, *Teacher Supply and Demand, *Trend Analysis

The impact of population trends upon teacher employment is examined. The growing and shrinking of school enrollment is discussed as it relates to trends in the nation's birth rate. The direct relationship of this phenomenon upon teacher shortage and over-supply and the employment prospects for teachers is considered. With currently declining birth rates, fewer persons will decide to enter the teaching profession, and this, it is suggested, will lead to future teacher shortages. Projections are made of the possibilities of a severe decline in qualified teachers in the decades ahead. (JD)

ED 169 021 SP 014 021

CLAIM: Classroom and Instructional Management Program. Description of Teacher Inservice Education Materials.

National Education Association, Washington, D.C. Project on Utilization of Inservice Education R & D Outcomes.

Spons Agency-National Inst. of Education (DHEW), Washington, D.C.
Pub Date-Sep 77
Contract-400-76-0091
Note-8p.
Pub Type- Reports - Descriptive (141)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Behavior Change, Changing Attitudes, *Class Management, *Classroom Techniques, Discipline, Elementary Secondary Education, *Inservice Teacher Education, *Learning Modules, *Skill Development, Teaching Skills, Validated Programs

The teacher inservice learning module described here is intended to build skills, provide information, encourage attitude changes, and increase the understanding of teachers in regard to behavior modification and classroom management. Behavior analysis is focused as a desired skill, and practical techniques of behavior modification are included. This descriptive report provides information on the purposes and content of the program as well as activities and resources involved. A critique, history of development, and ordering information are also included. (DS)

ED 169 074 TM 007 947

Marton, Ference
Describing Conceptions of the World Around Us. No. 66.
Gothenburg Univ. (Sweden). Inst. of Education.
Pub Date-Aug 78
Note-44p.
Pub Type- Reports - Research (143)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Cognitive Processes, Concept Formation, Educational Research, *Experience, *Individual Differences, Learning Processes, *Perception, *Philosophy, *Research Methodology, Research Needs, *Thought Processes

Two perspectives of descriptive research are discussed: first-order, which describes the world as it is; and second-order, which describes the world as people experience it. The latter perspective is known as experiential description. Research in a variety of disciplines, notably the work of Darwin, Werner, and Piaget, has provided experiential descriptions of the qualitatively different ways in which people perceive and understand reality. According to the experiential perspective, conceptions of understanding are not seen as individual qualities, for there can be no conceptions as such, just as there can be no learning and no structures of thought as such. Conceptions of reality are considered rather as categories of description to be used in facilitating the grasp of concrete cases of human functioning. Since the same categories of description appear in different situations, the set of categories is thus stable and generalizable between the situations, even if individuals are moving between the different categories on different occasions. The totality of such categories of description denotes a kind of collective intellect, an evolutionary tool in continual development. (Author/CP)

ED 169 094 TM 008 488

Meyer, Jeanie Keeny Levine, Daniel U.

The Relationship of Density to School Achievement Within the Context of Neighborhood Type.

Pub Date-Mar 78

Note-22p.; Paper presented at the Annual Meeting of the American Educational Research Association (62nd, Toronto, Ontario, Canada, March 27-31, 1978)

Pub Type- Speeches/Meeting Papers (150) - Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Community Characteristics, *Housing, Intermediate Grades, Metropolitan Areas, *Neighborhood, *Overpopulation, Performance Factors, Population Distribution, Racial Composition, *Reading Achievement, *Socioeconomic Status, Urban Schools

The relationship between neighborhood characteristics and achievement level was investigated in six metropolitan schools, after accounting for neighborhood type. Neighborhoods were classified into four types: middle socioeconomic status white, low status white, middle status black, and low status black. Additional neighborhood characteristics density and housing conditions were also studied to determine their relationship to school achievement, and whether or not such relationships vary in different types of neighborhoods. Reading achievement data were gathered on fifth or sixth graders in six large urban school districts which had been classified according to density of housing; the schools were classified according to neighborhood type. Valid data were not available for middle status black neighborhoods. Four major conclusions were made regarding the correlation between neighborhood and school achievement. (1) High density was related to low achievement in low status neighborhoods. (2) High density was not associated with low achievement in middle status neighborhoods. (3) Housing value of owner-occupied housing was generally related to achievement. (4) Percent of vacant housing units was related to low achievement in four of the six districts. (Author/GDC)

ED 169 115 TM 008 563

Reeves, John E. And Others
Issues in the Effective Use of Walker Problem Behavior Identification Checklist.
Pub Date-Mar 78
Note-13p.; Paper presented at the Annual Meeting of the American Educational Research Association (62nd, Toronto, Ontario, Canada, March 27-31, 1978)
Pub Type- Speeches/Meeting Papers (150) - Reports - Research (143)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Behavior Rating Scales, Check Lists, Elementary Education, *Elementary School Teachers, *Emotionally Disturbed Children, *Special Education Teachers, Student Adjustment, *Student Behavior, *Test Reliability
Identifiers-*Walker Problem Identification Checklist

The interrater reliability of the Walker Problem Behavior Identification Checklist subscale scores was examined. An attempt was also made to determine whether the background, experience, or training of the rater-teacher influenced the scores given. Two independent raters, the regular classroom teacher and a teacher of the emotionally disturbed, rated 62 students participating in an itinerant program for the emotionally handicapped. Pearson product moment correlations and t-tests were used in analyzing the data. While mean correlations for subscales showed moderate to high positive correlations between raters, there were significant differences between the scores on three of the five subscales acting out, distractibility, and disturbed peer relations. This was also true of the total score. It was noted that there was less difference (mathematically) in the mean ratings of the two teachers. The differences in ratings may have been due to the amount of exposure the rater had to the student, or to the different training and background of the teachers. Because special education teachers are familiar with contingency management techniques, they may help to improve the student's behavior. (Author/GDC)

ED 169 159 UD 019 248

A National Conference on Health Policy, Planning, and Financing the Future of Health Care for Blacks in America. NCHSR Research Proceedings Series.
National Center for Health Services Research (DHEW/PHS), Hyattsville, Md.
Report No.-DHEW-PHS-79-3228
Pub Date-Sep 78
Note-299p.; Proceedings of a conference held at the Shoreham Americana Hotel (Washington, D.C., October 28-29, 1977)
Pub Type
EDRS Price - MF01/PC12 Plus Postage.
Descriptors-Administrative Personnel, Administrator Education, *Administrator Role, Black Community, *Blacks, *Decision Making, Financial Needs, Financial Support, *Health Needs, *Health Occupations, *Health Services, Public Policy, Workshops

The conference reported on in this document provided a forum for identification, discussion, and recommendation of alternative policies and approaches to the involvement of blacks in the health decisionmaking process in the United States. Recorded and summarized are discussions which were held regarding the state of health policy in America, formulation of public policy, process of implementation, the black administrator in the health policy arena, and problems and issues in the financing of health care. Also recorded are reports of the workshops which were conducted on national health insurance, cost containment strategies and their effects on current patterns of health care delivery, effecting health planning strategies in the black community, and the improvement of health services for the black community through alternative health financing schemes. Recommendations developed in the four workshops are presented in a closing report. Conference participants and current National Center for Health Services Research publications are listed. (Author/EB)

ED 169 201 UD 019 325

Becker, Henry Jay

Racial Segregation Among Places of Employment. Report No. 262.

Johns Hopkins Univ., Baltimore, Md. Center for Social Organization of Schools.
Spons Agency-National Inst. of Education (DHEW), Washington, D.C.
Pub Date-Sep 78
Grant-NIE-G-78-0210
Note-50p.; Not available in hard copy due to reproduction quality of the original document
Pub Type- Reports - Research (143)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-Blacks, *Blue Collar Occupations, Caucasians, *Employment Opportunities, *Equal Opportunities (Jobs), Females, Males, Managerial Occupations, *Racial Segregation, Research, *Sex Differences, Sex Discrimination, *White Collar Occupations

Indices of racial segregation across different places of employment are presented for black and non-Hispanic white workers in the same general occupational category (e.g., managers; operatives). Black and non-Hispanic white laborers and service workers are more segregated from one another than are their racial counterparts in other occupational categories, once the relative supply of black workers in each occupation is accounted for. Black and white women at each occupational level are more segregated from one another than are black and white men, although differential employment in high and low segregation industries accounts for much of the sex differences. The racial composition of an establishment's work force in one occupation is strongly related to its racial composition in other occupations, especially within the blue collar and white collar subgroups. For certain occupational categories namely professionals, sales workers, and clerical workers the black proportion of the work force is higher the more the total establishment's employment is concentrated in that occupation. (Author)

ED 168 864 SE 026 965

Ogborn, Jon, Ed. And Others

Small Group Teaching in Undergraduate Science. Higher Education Learning Project (h.e.l.p.) - Physics.

Spons Agency-Nuffield Foundation, London (England).

Pub Date-77

Note-208p.; For related documents, see SE 026 964-966

Available from-Heinemann Educational Books, 22 South Broadway, Salem, New Hampshire 03079 ($15.65)

Pub Type- Guides - Classroom - Teacher (052)

Document Not Available from EDRS.

Descriptors-College Science, Group Discussion, Higher Education, Individual Instruction, *Physics, *Science Education, *Teaching Techniques, *Tutorial Programs, *Tutoring

While this book is focused primarily on the tutorials held in the British universities, it offers many insights that can improve the teaching in the discussion sections so common in our large universities. Introductions to analyses of group processes of technical language, and of questions are given. Lesson plans for skill building sessions are included. Special emphasis is given to physics tutorials. (Author/BB)

ED 168 993 SP 013 987

Non-Verbal Communication and the Affective Domain. Description of Teacher Inservice Education Materials.
National Education Association, Washington, D.C. Project on Utilization of Inservice Education R & D Outcomes.
Spons Agency-National Inst. of Education (DHEW), Washington, D.C.
Pub Date-76
Contract-400-76-0091
Note-8p.
Pub Type- Reports - Descriptive (141)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Affective Behavior, *Communication Skills, Elementary Secondary Education, *Inservice Teacher Education, Interpersonal Competence, *Learning Modules, *Nonverbal Communication, Student Behavior, Teachers, Validated Programs

The training package described here is designed to improve the teacher's interpersonal relations skills through better understanding of the nonverbal behavior of students. The product covers an overview of nonverbal communication, how a person relates his/her feelings to others without words, the value of nonverbal communication in the learning situation, and the differences between messages given on kinetic and vocal channels. This descriptive report provides information on the purposes and content of the package as well as activities and resources involved. A critique, history of development, and ordering information are also included. (DS)

ED 169 136 TM 008 768

Engel, Brenda S.

Informal Evaluation.

North Dakota Study Group on Evaluation, Grand Forks.
Spons Agency-Rockefeller Bros. Fund, New York, N.Y.
Pub Date-Mar 77
Note-140p.
Available from-Center for Teaching and Learning, University of North Dakota, Grand Forks, North Dakota 58202 ($2.00)
Pub Type- Guides - Non-Classroom (055) - Tests/Questionnaires 160) ()
EDRS Price - MF01/PC06 Plus Postage.
Descriptors-Classroom Observation Techniques, Curriculum Evaluation, *Elementary Education, *Evaluation Methods, *Informal Assessment, Interviews, Knowledge Level, Nonverbal Tests, Program Evaluation, Questionnaires, *Recordkeeping, *Student Evaluation, Student Records, Teacher Improvement, Verbal Tests
Identifiers-Cambridge Alternative Public School MA

Intended for non-experts in evaluative techniques, this monograph presents suggestions and examples for assessing: (1) the child; (2) the classroom; and (3) the program or the school. Illustrative techniques of recordkeeping are presented. Methods of collecting data include documentation and formal records. Techniques to be used during evaluation include observation, interviews or questionnaires, and informal assessments or tests. Examples of parent and teacher interviews, student tests, and forms for recordkeeping are taken from a project conducted in the Cambridge (Massachusetts) Alternative Public School. (MH)

ED 168 890 SE 027 522

Suydam, Marilyn N., Ed.
Investigations in Mathematics Education, Vol. 11, No. 4.
Ohio State Univ., Columbus. Center for Science and Mathematics Education.
Pub Date-78
Note-72p.
Available from-Information Reference Center (ERIC/IRC), The Ohio State University, 1200 Chambers Rd., 3rd Floor, Columbus, Ohio 43212 (Subscription $6.00, $1.75 single copy)
Pub Type- Reports - Research (143) - Journal Articles (080)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-*Abstracts, Achievement, Concept Formation, Elementary Secondary Education, Higher Education, *Instruction, *Mathematics Education, Preservice Education, Problem Solving, *Research Reviews (Publications), *Student Characteristics, *Teacher Characteristics

Nineteen research reports related to mathematics education are abstracted and analyzed. Four of the reports deal with concept formation, two with aptitude-treatment interaction, two with teacher characteristics, eight with instruction, eight with student characteristics, five with achievement, two with preservice teachers, and one with problem solving. Research related to mathematics education which was reported in RIE and CIJE between July and September 1978 is listed. (MP)

ED 168 931 SO 011 589

Ethical Guidelines for Teaching Psychology at the Secondary School Level. High School Psychology Teacher: Volume 9, Number 3, January 1979.

American Psychological Association, Washington, D.C. Clearinghouse on Precollege Psychology.

Pub Date-Jan 79
Note-10p.
Pub Type- Guides - Classroom - Teacher (052) - Collected Works - Serials (022)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Codes of Ethics, Confidentiality, Educational Problems, Laboratory Experiments, Personal Values, Privacy, *Psychology, *Research Projects, Secondary Education, Social Sciences, Social Values, *Student Responsibility, *Teacher Responsibility

Approved by the American Psychological Association (APA), these guidelines are designed to help high school psychology teachers make decisions relating to ethical problems in their classrooms. The guidelines cover three areas: the use of animals in school science behavior projects, the use of human participants in research or demonstrations conducted by high school students, and ethical guidelines for teachers. Respect for animal life, knowledge of humane laws, and proper care and feeding of animals are stressed. Further, the use of invertebrates rather than vertebrates, and observation rather than experimental manipulation should be encouraged. Students are reminded that in order to use human participants, they must be supervised by a qualified school authority, that agreement must be obtained from all participants, that participants should not be exposed to mental or physical risks beyond the ordinary risks of daily life, and that anonymity of information should be preserved. Similar guidelines for teachers consider complex ethical issues resulting from the introduction of sensitive topics in class discussion and the questioning of personal and social values. The teacher's responsibility in the areas of personal and professional behavior and their obligations to students are emphasized. (KC)

Second National Conference on Citizenship.
National Education Association, Washington, D.C.
Pub Date-May 47
Note-100p.; For related documents, see SO 011 621-628; Photographs throughout document may not reproduce clearly; Papers presented at the National Conference on Citizenship of the National Education Association (2nd, Boston, Massachusetts, May 8-10, 1947)
Pub Type- Speeches/Meeting Papers (150)
EDRS Price - MF01/PC04 Plus Postage.
Descriptors-*American Culture, *Citizen Participation, *Citizenship, *Citizenship Responsibility, Civics, Critical Thinking, Democratic Values, *Educational Needs, Educational Objectives, Elementary Secondary Education, Global Approach, Government Role, Higher Education, Leadership Qualities, Leadership Responsibility, Moral Development, Peace, Politics, Social Change, Socioeconomic Influences, *United States History, Values, War

Presented are speeches, group reports, and panel discussions from a citizenship conference held in Boston in May, 1947. Sponsored by the Citizenship Committee of the National Education Association, the conference provided an opportunity for political, business, educational and religious leaders to discuss the benefits and responsibilities of citizenship during the period following World War II. Specific objectives of the conference were to devise ways of making citizenship more effective and to indicate how various organizations could contribute to a more active, enlightened, and progressive citizenry. Approximately 100 conference participants heard addresses by and discussed citizenship matters with college presidents, educators, military leaders, labor leaders, members of the clergy, representatives from foundations and non-profit organizations, and government officials including the attorney general of the United States. Topics discussed included special citizenship duties of various professional and vocational groups, qualities of a good citizen, community consciousness, democracy in peace time, the United Nations, participation in social and civic action, and the need to democratize education. (DB)

ED 169 050 SP 014 094

Hering, William

Using a Network of Experienced Teachers' Centers to Assist Beginners.

Far West Lab. for Educational Research and Development, San Francisco, Calif.

Spons Agency-National Inst. of Education (DHEW), Washington, D.C.

Pub Date-79

Note-14p.

Pub Type- Reports - Descriptive (141)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Cooperative Planning, *Information Networks, Organization, *Organizational Communication, *Organizational Effectiveness, Teacher Associations, *Teacher Centers, Teacher Workshops

This paper reports on an effort to assist persons interested in establishing teachers' centers. This endeavor took the form of a three-day experience in which novices were able to visit several teachers' centers and to interact with experienced teachers' center staff. This workshop was coordinated by the Teachers' Centers Exchange. The relationship between contacts with other teachers' center personnel and the success these beginners have had in establishing their own teachers' center is explored. While follow-up data on this project was limited, some tentative conclusions were drawn. Contacts with persons already involved in successful teacher center practices were seen as useful for persons attempting to establish a teachers' center. Persons having some success in establishing a center appeared more likely to interact with other beginners. It is suggested that innovating teams need support on their home ground from administrators, from a cohesive group of teachers, or from the community. If this support is forthcoming for beginning teacher centers, interaction with the teacher center network can facilitate implementation. (JD)

Gordon, Edmund W.
Vocational Guidance: Focus on the Future.
Pub Date- 79
Note-21p.; Not available in hard copy due to reproduction quality of the original document
Pub Type- Opinion Papers (120)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-Behavior Development, *Developmental Guidance, *Environmental Influences, *Futures (of Society), *Individual Development, Medical Evaluation, Nature Nurture Controversy, *Occupational Guidance, Prenatal Influences, Psychological Characteristics, *Social Change

Guidance for career development must be concerned not so much with helping young people learn how to earn a living as with learning how to live a life. In the early part of this century, certain conditions and attitudes prevailed which influenced the character of the career guidance profession. However, these conditions and attitudes are no longer applicable to the present and emerging periods. The profession is changing in response to the changed social context in which we function. As in the field of medicine, the trend in guidance is toward a greater emphasis on understanding the total developmental process of young people. The study and manipulation of environments are increasingly viewed as crucial vehicles for the achievement of guidance objectives. This concern with environmental encounters in both medicine and guidance, and a reconsideration of the nature-nurture controversy, should lead to greater attention being given to the interaction between intrinsic and extrinsic factors involved in the development of human behavior. The early individual psychological model now being challenged by the developmental-ecological model as a more appropriate frame for the conceptualization and implementation of guidance functions has implications for the present and for the future. (Author/EB)

ED 168 865 SE 026 966

Ogborn, Jon, Ed. And Others

Students' Reactions to Undergraduate Science. Higher Education Learning Project (h.e.l.p.) - Physics.

Spons Agency-Nuffield Foundation, London (England).
Pub Date-77
Note-160p.; For related documents, see SE 026 964-965
Available from-Heinemann Educational Books, 22 South Broadway, Salem, New Hampshire 03079 ($15.65)
Pub Type- Reports - Research (143)
Document Not Available from EDRS.
Descriptors-College Science, Educational Research, *Higher Education, *Interviews, *Physics, Science Education, *Student Attitudes, Student Evaluation of Teacher Performance, *Student Reaction, Surveys
Identifiers-Research Reports

The transcripts of interviews with 115 physics students from ten different British universities are analyzed. Each student was encouraged to tell about one good learning experience and one bad learning experience. The characteristics of the good and bad stories are discussed and some general comments are made. The interview model explained in this book is an effective tool for analyzing a teaching program. (Author/BB)

ED 168 968 SP 012 231

Kevin, Ryan And Others

My Teacher Education Program? Well -.'' First Year Teachers Reflect and React.

Pub Date-Feb 78

Note-11p.

Pub Type- Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Beginning Teachers, Inservice Teaching, Opinions, *Preservice Education, *Program Evaluation, *Schools of Education, *Teacher Attitudes, Teaching Experience

This article reports on the results of a survey of beginning teachers who were asked to evaluate their training for the profession in the light of their first year of actual experience. Eighteen teachers were observed and interviewed throughout their first year of teaching. Two themes emerged from their responses: a realization of the limits of teaching programs, and a valuing of firsthand experiences. The majority of these teachers expressed the opinion that field-based experience while in school was of great value. (JD)

ED 169 022 SP 014 023

A Handbook for Interdisciplinary Teaming. Description of Teacher Inservice Education Materials.

National Education Association, Washington, D.C. Project on Utilization of Inservice Education R & D Outcomes.
Spons Agency-National Inst. of Education (DHEW), Washington, D.C.
Pub Date-Apr 77
Contract-400-76-0091
Note-8p.
Pub Type- Reports - Descriptive (141)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Elementary Secondary Education, *Group Relations, *Inservice Teacher Education, Interdisciplinary Approach, *Learning Modules, Teaching Methods, *Team Teaching, Validated Programs

The teacher inservice handbook and program described is intended to demonstrate through group exercise how to improve the functioning of a team in an instructional setting. Three main sections are outlined discovering what the situation is, improving meetings, and improving the quality of relationships. This descriptive report provides additional information on the purposes and content of the materials as well as activities and resources involved. A critique, history of development, and ordering information are also included. (DS)

ED 169 116 TM 008 564

Tobias, Sigmund

Interaction Between Achievement and Instructional Method.

Pub Date-Mar 78
Note-27p.; Paper presented at the Annual Meeting of the American Educational Research Association (62nd, Toronto, Ontario, Canada, March 27-31, 1978)
Pub Type- Speeches/Meeting Papers (150) - Information Analysis (070) ()
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*Academic Achievement, *Academic Aptitude, *Cognitive Processes, *Educational Research, Effective Teaching, Elementary Secondary Education, Higher Education, Individual Differences, Intelligence, *Knowledge Level, Learning Processes, Pretesting, *Teaching Methods
Identifiers-*Aptitude Treatment Interaction

Aptitude-treatment interaction research is reviewed, with particular emphasis on the interaction of achievement and instructional method. Previous research has suggested that students with lower prior achievement require maximal instructional support. Recent research on this relationship is reviewed, as well as the relationship between intelligence and prior achievement. The distinction between aptitude-treatment interaction and achievement-treatment interaction is also examined. Five research studies of prior achievement and instructional method are reviewed. Three studies investigating the relationship between intelligence and prior achievement and the implications of pretesting are also discussed; a distinction is made between pre-task data and within-task variables. Researchers have recently been interested in the psychological processes underlying aptitude or intelligence testing and instruction. This concern is highly related to the achievemement-treatment formulation. Directions for further research is suggested. (GDC)

ED 168 914 SO 011 504

Vetter, Donald P. Frederick, Charles

Juvenile Justice in Maryland.

Carroll County Public Schools, Westminster, Md.
Pub Date-Mar 78
Note-172p.; For related documents, see ED 155 079-085 ; Some parts marginally legible due to print quality
Available from-Donald P. Vetter, Supervisor of Social Studies, Board of Education of Carroll County, 55 North Court Street, Westminster, Maryland 21157 ($7.50, paper cover)
Pub Type- Guides - Classroom - Learner (051) - Guides - Classroom - Teacher (052)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-Citizenship, Civil Rights, *Corrective Institutions, Court Cases, Court Litigation, *Crime, Critical Thinking, Delinquency, Delinquent Rehabilitation, Delinquents, Due Process, *Justice, *Juvenile Courts, Learning Activities, *Police, Secondary Education, *Social Studies Units, Youth Problems

This four part guide provides secondary students with information about Maryland laws, courts, and legal system. The first section examines the nature and causes of increasing involvement of youth in crime, and identifies those crimes most commonly committed by juveniles. A special section on shoplifting is included. Section II examines the nature of the police force, procedures followed by the police and the constitutional limits of police power. Students are directed to analyze television crime drama, answer a self-rated quiz, ``Would You Make a Good Police Officer?'' and conduct fingerprint tests. In section III students are asked to compare juvenile court with adult court and consider the effectiveness of the juvenile system. In one activity students role play police officers and decide appropriate action for hypothetical juvenile cases. In section IV the types, purposes and impact of correctional facilities upon youth and the family are analyzed. All sections stress the gathering and interpretation of information and statistical data. Suggestions for field trips, resource speakers, simulations, films and books are included. Student resource sheets and pre- and posttests are provided. (KC)

ED 168 994 SP 013 988

Educourse I Attending Behavior: Skills for Teaching Exceptional Children. Description of Teacher Inservice Education Materials.
National Education Association, Washington, D.C. Project on Utilization of Inservice Education R & D Outcomes.
Spons Agency-National Inst. of Education (DHEW), Washington, D.C.
Pub Date- 72
Contract-400-76-0091
Note-8p.
Pub Type- Reports - Descriptive (141)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Attention Control, *Behavior Change, Child Development, Exceptional Persons, Inservice Teacher Education, *Instructional Materials, *Learning Modules, Learning Motivation, Positive Reinforcement, *Special Education

The learning module described is for the use of special education or regular classroom elementary teachers who have children with attention problems. The primary focus of the module is upon a behavior modification approach to increase teacher skill in promoting attention in the exceptional child classroom. Included in the description of this product is an outline of topics covered and activities and resources involved in using the product. Ordering information on needed materials is provided as well as a critique of the module. (JD)

ED 169 075 TM 008 284

Lorentz, Jeffrey L. And Others

The Georgia Assessment of Teacher Effectiveness (GATE) as a Predictor of Reading Achievement.

Pub Date-1 Dec 78

Note-21p.; Paper presented at the Annual Meeting of the National Reading Conference (28th, St. Petersburg, Florida, December 1, 1978)

Pub Type- Speeches/Meeting Papers (150) - Reports - Research (143) - Tests/Questionnaires 160)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Behavior Rating Scales, *Classroom Observation Techniques, *Effective Teaching, Grade 5, Grade 6, Intermediate Grades, Predictive Validity, *Reading Comprehension, *Student Behavior, Student Teacher Relationship, *Teacher Behavior, Teaching Methods, *Test Validity

Identifiers-*Georgia Assessment of Teacher Effectiveness

In a study of the relationship between teacher behavior and reading achievement, trained observers, using the Georgia Assessment of Teacher Effectiveness (GATE), observed 36 teachers and 820 students in grades five and six. The Iowa Tests of Basic Skills, Reading Comprehension subtest was administered and the socioeconomic status of each student was estimated. The observers visited each classroom six times and obtained a total of 12 GATE records for each classroom. Observable behaviors were recorded, based on 314 GATE items, which were adapted from five existing classroom observation instruments. The GATE has two parts: (1) observable student and teacher behavior, and (2) observable student and/or teaching cognitive and affective behaviors and teaching strategies. Results of the study indicated that: (1) 13 of 15 dimensions found to be indicative of effective teaching in a separate study can be measured by the GATE; (2) six of the dimensions are significant predictors of reading achievement in 36 classrooms; and (3) statements derived from the effective teaching study were supported. (MH)

ED 169 095 TM 008 491

Hiett, Robert L. And Others

The Utility of the Racial Attitudes and Perceptions Survey (RAPS) for Assessing Impact of Race Relations Training Programs in the Military. Final Report. (Mar 73-Mar 74). Technical Paper 339.

Army Research Inst. for the Behavioral and Social Sciences, Alexandria, Va.

Pub Date-Sep 78

Contract-DAHC-19-73-C-0037

Note-58p.; For related document, see TM 008 494

Pub Type- Reports - Research (143)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors-*Attitude Tests, Black Attitudes, Blacks, Caucasians, *Changing Attitudes, Educational Programs, *Military Personnel, *Military Training, Postsecondary Education, Program Evaluation, *Race Relations, *Racial Attitudes, Racial Discrimination, Reverse Discrimination, Test Wiseness

Identifiers-*Racial Attitudes and Perceptions Survey

The Racial Attitudes and Perceptions Survey (RAPS) consists of four scales: perceived discrimination against blacks; attitude toward racial interaction; feelings of reverse racism; and racial climate. This instrument was administered to approximately 10,000 military personnel in a variety of research designs to determine the impact of race relations training programs on attitudes and perceptions. This training included 18-hour unit training programs, 4-hour courses in formal schools, and 2- to 4-week race relations discussion leader courses. Training impact, in general, was found to be very small as measured by change on RAPS scale scores. Where changes occurred, they tended to be in the following directions: higher scores, for perceived discrimination against blacks and attitude toward racial interaction, and lower scores for feelings of reverse racism. No conclusions were made regarding perception of racial climate. Trained subjects scored higher on content-type questions than did untrained subjects, and training was generally considered valuable. Course instructors appeared to have diverse instructional goals. A significant testing effect was noted when untrained control group subjects were administered the test twice; scores declined on the post test. The RAPS was found to be useful in evaluating race relations programs, but should be used along with other evaluation methods. (Author/CP)

ED 169 137 TM 009 080

Rentz, R. Robert Rentz, Charlotte C.

Does the Rasch Model Really Work? A Discussion for Practitioners. ERIC/TM Report 67.

ERIC Clearinghouse on Tests, Measurement, and Evaluation, Princeton, N.J.

Spons Agency-National Inst. of Education (DHEW), Washington, D.C.

Pub Date-Dec 78

Note-26p.; Some small print marginally legible

Pub Type- Guides - Non-Classroom (055) - Information Analysis (070)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-Ability, Achievement Tests, *Complexity Level, *Goodness of Fit, *Item Analysis, *Mathematical Models, Measurement Techniques, *Test Construction, Test Items

Identifiers-Information Analysis Products, *Rasch Model

Issues of concern to test developers interested in applying the Rasch model are discussed. The current state of the art, recommendations for use of the model, further needs, and controversies are described for the three stages of test construction: (1) definition of the content of the test and item writing; (2) item analysis; and (3) test calibration. The Rasch model is defined as specifying that the probability of a person's correctly answering a test item is a function of two parameters: the person's ability and the item's difficulty. Calibration refers to the process of estimating the two sets of parameters, and evaluating the fit of these data to the model. The Rasch model has been found to work for achievement tests, both criterion- and norm-referenced, as well as other types of tests. The model helps to identify poor test items, but does not help to write better items. Mean square fit statistics are recommended for item analysis. Questions are raised regarding unidimensionality, the robustness of the model, sample size issues, and the definitions of sample-free and item-free. The authors conclude that test developers can feel comfortable, albeit cautious, in using the Rasch model. (Author/GDC)

ED 169 160 UD 019 250

Dropkin, Ruth, Ed.

Changing Schools: Open Corridors and Teacher Center.

City Univ. of New York, N.Y. City Coll. Workshop Center for Open Education.
Pub Date-Oct 78
Note-73p.
Available from-City College Workshop Center for Open Education, 6 Shepard Hall, Convent Avenue and 140th Street, New York, New York 10031 ($3.50)
Pub Type - Reports - Descriptive (141)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-Beginning Reading, *Educational History, *Elementary Education, *Open Education, Reading, Teacher Centers
Identifiers-City College Of New York, *Open Corridor Program, *Weber (Lillian)

The events of the tenth anniversary celebration of the Open Corridor program in New York City schools are presented in this publication. These events include: a tribute to Lillian Weber, a case history of the implementation of an open education program in a specific New York City public school, a description of community involvement efforts, addresses by leaders of Open Corridor offshoot programs and presentations on reading in the open classroom and developing teacher centers. In addition, salutes from city government officials, educators and parents, as well as a breakdown by date of various Open Corridor events from 1968 to 1978, are included. (PR)

ED 169 202 UD 019 326

Kobak, Dorothy
Teaching Children to Care.
Pub Date- 79
Note-19p.
Pub Type- Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Administrator Role, *Class Activities, *Creative Activities, *Discussion (Teaching Technique), *Educational Strategies, Elementary Secondary Education, *Ethical Instruction, Moral Development, Personality Development

There is proof that caring can be taught and, that it can be programmed into the curriculum, with teacher training and administrative support, on a structured daily basis. Teaching children to care and raising the CQ'' or Caring Quality'' belongs in all education. Teaching children to care involves a number of techniques. These can be classified under the heading of Input Opportunities'' and include a daily class dialogue period, the use of creativity tools, and the use of action projects. (Author/EB)

ED 168 866 SE 026 967

Science and Technology in the Service of the Physically Handicapped, Volume I.

National Academy of Sciences - National Research Council, Washington, D.C. Div. of Medical Sciences.

Spons Agency-Rehabilitation Services Administration (DHEW), Washington, D.C.

Pub Date-Dec 76

Contract-105-76-4103; V-101(134)-P-243

Note-81p.; For related documents, see SE 026 968 and ED 151 996; Not available in hard copy due to marginal legibility of original document

Available from-National Technical Information Service, Operations Division, Springfield, VA 22161 ($5.00)

Pub Type- Reports - Descriptive (141)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-*Educational Policy, Handicapped, *Needs Assessment, *Physically Handicapped, Policy, Rehabilitation Counseling, *Research Needs, *Technology

This report of the Committee on National Needs for the Rehabilitation of the Physically Handicapped focuses on the current problems in the field, the areas in which additional knowledge is needed, and directions in which the society and government should move both with respect to the acquisition of knowledge and a more effective organization of effort. Listed among recommendations is that for major areas of disability. A comprehensive national overview should be developed outlining in full its demography, national cost, and related social and organizational structure. Rehabilitation is discussed in terms of the medical and social framework, demography, organizations and programs, the policy picture, and economics. A section on the state of the art in science and technology and their application covers research and development, blindness and low vision, hearing and speech, manipulation and locomotion, and basic neuroscience and rehabilitation. (Author/BB)

ED 168 891 SE 027 533

Shelanski, Vivien B., Ed. La Follette, Marcel C., Ed.

Science, Technology, & Human Values. Issue No. 26.

Harvard Univ., Cambridge, Mass. Program on Science, Technology and Public Policy.

Spons Agency-National Endowment for the Humanities (NFAH), Washington, D.C.

Pub Date-79

Note-83p.; Not available in hard copy due to copyright restrictions

Available from-Science, Technology, & Human Values, Aiken Computation Lab., 234, Harvard Univ., Cambridge, Massachusetts 02138 (Subscription $10.00, Institutions $13.00, Students $7.00)

Pub Type- Collected Works - Serials (022)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-*Ethical Values, *Ethics, Futures (of Society), *Research Needs, Science Education, Scientific Enterprise, *Scientific Research, Social Problems, *Technology, Values

This issue contains articles on the recombinant DNA controversy, the ethical principles of scientific institutions, and the effect of disaster novels on public opinion and technology assessment, as well as a guide to funding for science, technology and values projects, and a bibliography on professional ethics. In addition, 14 pages of news items related to science, technology, and human values are presented along with a meetings calendar and an addition to the general bibliography. (BB)

ED 168 969 SP 012 873

Martin, Eugene F.

Establish and Maintain a Child Service Demonstration Center for Children with Learning Disabilities.

Mississippi State Univ., Mississippi State. Coll. of Education.

Pub Date-5 Nov 76

Note-10p.

Pub Type- Reports - Descriptive (141)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Demonstration Centers, Diagnostic Teaching, *Graduate Students, *Handicapped Students, *Learning Disabilities, Practicums, Remedial Teachers, *Special Education, *Teacher Education, Teaching Methods

A program of an educational center providing training for graduate students in the areas of special education, educational psychology, elementary and secondary education, and guidance education is described. Practicum experiences in the diagnostic and remedial programming of learning disabled children are offered. The unique aspects of the program include: (1) a multidisciplinary, team approach to the diagnosis and remediation of learning disabilities; (2) graduate students working under complete professorial supervision; (3) teaching students to coordinate and follow up their efforts with the home, school, and community; (4) comprehensive diagnostic and remedial services provided to children at no cost; (5) extensive use of videotaping in training; and (6) field testing of diagnostic and remedial techniques. (JD)

Lezotte, Lawrence W.

Teacher Centers: The New Market Place for Teacher Educators? One Point of View: A Resounding Maybe!

Pub Date-Apr 79
Note-14p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, California, April 8-12, 1979)
Pub Type- Opinion Papers (120) - Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Educational Researchers, Educational Resources, Information Utilization, *Research Utilization, *School Community Relationship, *Teacher Centers, *Teacher Educators, *Teacher Participation, Teacher Role

The role teacher educators may play as participants in teacher centers is discussed. It is pointed out that teacher center programs and services would be enhanced if they were linked to the educational research community generally and the research on teaching community specifically. The suggestion is made that this linking function can be provided by individual teacher educators who possess and exhibit appropriate attitudes and behaviors prerequisite to effective teacher-research collaboration. The value to teachers of collaboration with education researchers in putting into practice in the classroom newly developed theories is stressed. The qualifications and qualities of an effective linking agent between colleges of education and teacher centers are described. (JD)

ED 169 181 UD 019 280

Castellanos, Diego

Bilingual Education Versus School Desegregation: Reconciling the Conflict.

Pub Date- 79
Note-17p.
Pub Type- Opinion Papers (120) - Reports - Evaluative (142)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Bilingual Education, *Community Attitudes, Elementary Secondary Education, Federal Regulation, Integration Litigation, Minority Group Children, Multicultural Education, Program Evaluation, Puerto Ricans, *School Integration, *School Segregation, *Spanish Speaking

Three phenomena are examined in this paper: (1) the segregation inherent in the early stages of bilingual instruction; (2) the Hispanic view of school desegregation; (3) the treatment of Hispanic children by desegregating school systems. Court rulings, Federal guidelines, and other legal mandates concerning the segregation of national origin students are discussed. (Author/EB)

ED 168 932 SO 011 590

Diem, Richard A.

The New Social History in the High School Classroom.

Pub Date-30 Mar 79
Note-10p.; Paper presented at Annual Meeting of the Southwestern Historical Association (Ft. Worth, Texas, March 30, 1979) ; Best copy available
Pub Type- Guides - Classroom - Teacher (052) - Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Community Involvement, *Community Resources, Community Role, Community Study, Educational Needs, Educational Resources, Effective Teaching, Experiential Learning, *Field Experience Programs, *Inservice Programs, Local History, Local Issues, *Relevance (Education), *School Community Programs, Secondary Education, Social Studies, Student Needs

Interesting and stimulating instruction in high school social studies may be achieved by using the community and its institutions as a laboratory for learning and by creating an on-going community resource inservice program. Effective ways to incorporate community resources in the curriculum include creating special sections on developing writing skills in high school students by using community topics as subject matter, developing field-based experience packages for teachers and students, and developing curriculum materials and visual aids for classroom use. Possible activities include collecting oral histories, community mapping, charting urban growth, measuring community social mobility, using community archives, and researching local history. Such activities would enable students to meet the objectives formulated by the National Assessment of Educational Progress (NAEP) for social studies as they (1) evidence interest in their communities; (2) obtain information from other people, libraries, maps, and pictures; and (3) understand some of the services and institutions in their communities. (KC)

Third National Conference on Citizenship.

Department of Justice, Washington, D.C.; National Education Association, Washington, D.C.
Pub Date-May 48
Note-113p.; For related documents, see SO 011 621-628; Photographs on pages 26, 59, and 93 may not reproduce clearly ; Papers presented at the National Conference on Citizenship of the National Education Association (3rd, Washington, D.C., May 16-19, 1948)
Pub Type- Speeches/Meeting Papers (150)
EDRS Price - MF01/PC05 Plus Postage.
Descriptors-*American Culture, *Citizen Participation, *Citizenship, *Citizenship Responsibility, Civics, Critical Thinking, Democratic Values, *Educational Needs, Educational Objectives, Elementary Secondary Education, Global Approach, Government Role, Higher Education, Leadership Qualities, Leadership Responsibility, Moral Development, Peace, Politics, Social Change, Socioeconomic Influences, *United States History, Values, War

Presented are background information, discussion group reports, and addresses from a citizenship conference held in Washington, D.C. in May 1948. Sponsored by the Citizenship Committee of the National Education Association and the United States Department of Justice, the conference centered on the theme, Citizenship: Rights and Responsibilities.'' Speeches and discussion are presented on three major topics: the world-minded American citizen, basic human rights and attendant responsibilities, and citizenship in action in the local community. Speakers included educators, college presidents, government officials, politicians, members of the clergy, foundation and non-profit organization representatives, congressmen, and media representatives. Summaries of discussion on the major topics revealed group concensus on issues including that Americans should become world-minded citizens, find ways of achieving jointly held values democratically, support agencies working toward mass communication, set standards and patterns of action to assure human rights, support equality of opportunity, realize that all communities are interdependent, and fulfill citizenship duties on local, state, and national levels. (DB)

ED 168 995 SP 013 989

Elementary School Public Relations Tool Kit. Description of Teacher Inservice Education Materials.
National Education Association, Washington, D.C. Project on Utilization of Inservice Education R & D Outcomes.
Spons Agency-National Inst. of Education (DHEW), Washington, D.C.
Pub Date-Apr 77
Contract-400-76-0091
Note-8p.
Pub Type- Reports - Descriptive (141)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Elementary Education, *Elementary Schools, Inservice Education, *Learning Modules, *Program Development, *Public Relations, School Community Cooperation, *School Community Relationship, *School Personnel, Validated Programs

The inservice program and learning kit described here focuses on the development of a communications process between school personnel and a local community. The kit includes analysis, planning, communicating, and evaluating public relations programs and is designed for use by the entire school staff. This descriptive report provides information on the purposes and content of the program as well as activities and resources involved. A critique, history of development, and ordering information are also included. (DS)

ED 169 023 SP 014 024

Solution Oriented Seminars (3 Products in a Series on Behavior and Learning Problems). Description of Teacher Inservice Education Materials.

National Education Association, Washington, D.C. Project on Utilization of Inservice Education R & D Outcomes.
Spons Agency-National Inst. of Education (DHEW), Washington, D.C.
Pub Date-Apr 77
Contract-400-76-0091
Note-8p.
Pub Type- Reports - Descriptive (141)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Aurally Handicapped, Behavior Problems, Diagnostic Teaching, Elementary Education, Humanistic Education, *Inservice Teacher Education, *Instructional Materials, *Learning Difficulties, Teacher Seminars, Teaching Methods, Validated Programs, *Visually Handicapped

The inservice teacher seminars and instructional materials described here focus on understanding development-oriented education principles and prescriptive/diagnostic teaching skills and aiding students whose visual and hearing problems affect their behavior and learning. Inservice topics include: learning concepts of humanistic educational philosophy, individualizing instruction, record keeping, arranging classroom environments, teaming with colleagues and parents, and mainstreaming. This descriptive report provides additional information on the purposes and content of the seminars as well as activities and resources involved. A critique, history of development, and ordering information are also included. (DS)

Arnoff, Melvin

A Social Studies Needs Assessment Instrument: A Factor Analysis.

Pub Date-Mar 78
Note-22p.; Paper presented at the Annual Meeting of the American Educational Research Association (62nd, Toronto, Ontario, Canada, March 27-31, 1978)
Pub Type- Speeches/Meeting Papers (150) - Reports - Research (143)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Curriculum Evaluation, Educational Needs, *Educational Objectives, Elementary Education, *Elementary School Curriculum, Elementary School Teachers, Factor Analysis, Factor Structure, *Needs Assessment, *Social Studies, Surveys, *Teacher Attitudes, Test Construction

A 30-item survey regarding needs in social studies instruction was administered to 151 elementary school teachers. Five statements were developed for each of six factors found in the professional literature: citizenship; issues; social sciences; skills; world; and traditional social studies. The teachers responded to each item twice: once, rating the objective as they perceived its importance in the present social studies program; and once, as they thought it should be. The two sets of data ''as-is'' and ''should-be'' were separately factor analyzed to determine the principle components and compare them to the original instrument design. Four strong ''as-is'' factors were selected to account for 42% of the total variance: (1) social studies for thinking, active, democratic world citizens; (2) social studies skills and attitudes; (3) traditional social studies; and (4) social sciences and history. Four strong factors found from the ''should be'' analysis accounted for 34% of that variance: the world; traditional social studies; social sciences and history; and issues, problems, and critical thinking. Suggestions for further research involve the investigation of greater numbers of factors; cluster analysis; and surveying of college social studies teachers. Descriptions of each survey item are appended. (Author/GDC)

ED 169 076 TM 008 288

A Parent's Guide to Standardized Aptitude and Achievement Testing.
National School Public Relations Association, Arlington, Va.
Pub Date-78
Note-16p.
Available from-National School Public Relations Association, 1801 North Moore Street, Arlington, Virginia 22209 (Stock Number 411-13389, $0.50 ea., quantity discount available)
Pub Type- Guides - Non-Classroom (055) - Reference Materials - Vocabularies/Classifications (134)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-*Achievement Tests, *Aptitude Tests, *Criterion Referenced Tests, *Intelligence Tests, *Norm Referenced Tests, Parent Role, *Student Testing, Test Interpretation, Test Results

Basic test terminology is explained for parents of school children. Terms which are defined include aptitude, achievement, criterion referenced tests, norm referenced tests, and intelligence quotient. Brief discussions of the advantages and limitations of tests are included. Testing is seen as providing valuable information to the school, students and parents. Three suggestions made to parents to help their children do well on tests include: (1) encouraging the child to take the test seriously; (2) avoiding upsetting the child prior to taking a test; (3) making sure the child has adequate sleep before the test and proper nourishment the day of the test. (MH)

ED 169 161 UD 019 252

DuBois, Sheilagh V. C., Ed.

What Future? What Child? Ontario Association for Curriculum Development Annual Conference (27th, Canada, November 9-11, 1978).

Ontario Association for Curriculum Development, Toronto.

Pub Date-Nov 78

Note-134p.

Available from-Ontario Association for Curriculum Development, 1260 Bay Street, Toronto, Ontario M5R 2B1 ($5.00 Canadian)

Language-English; French

Pub Type - Reports - Descriptive (141)

Document Not Available from EDRS.

Descriptors-*Educational Improvement, *Educational Planning, *Elementary Secondary Education, *Futures (of Society)

Identifiers-*Canada

Presented in this document are a series of conference reports dealing with the future of education and the role of the child in education. Some of the topics discussed under the heading of What Future?'' include alternative curriculum directions, basic education, modes of education, economics as a primary determiner of educational objectives, open and closed systems in education, the Ontario educational system, the school as a multi-service agency, and teacher security and self-actualization. Topics considered under the heading of What Child?'' include the child as a product of our environment, matching child development with instructional realities, the student and the arts, education for leisure, multilingualism and multiculturalism, students and families, children's rights, teacher education, biology, special education, literacy, the role of religion, young people and idealism, minorities, and the Canadian child. Appended are reports of the Ontario Association for Curriculum Development (OACD) business session, the presentation and acceptance of the Colonel Watson Award, the presentation of honorary life memberships, a synopsis of group topics and listings of organizations sending participants to this conference and previous OACD conference themes. (Author/EB)

Wong, Eddie K.

Dimensionality of Hawaii's Ethnic Groups.

Pub Date- 79
Note-12p.; Not available in hard copy due to the print quality of the original document
Pub Type- Reports - Research (143)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-Blacks, Caucasians, Chinese Americans, *Discriminatory Attitudes (Social), *Ethnic Groups, *Ethnic Relations, *Ethnic Stereotypes, Filipino Americans, Hawaiians, Japanese Americans, Korean Americans, *Racial Attitudes, Research, Samoan Americans
Identifiers-*Hawaii

Hawaii's ethnic groups have certain stereotypes of each other. These promote interethnic conflicts, with certain groups being preferred over others. The relationships between eight major ethnic groups (black, Caucasian, Chinese, Filipino, Hawaiian, Japanese, Korean and Samoan) are explored in this study. The groups were studied and the results were reported in terms of dimensional structures of preference, perceived similarities, and connotative meaning'' as the basis for attitudes. (Author/PR)

ED 168 892 SE 027 534

Sherrill, James M.
NCTM Commission on the Education of Teachers of Mathematics Survey of Pre-Service Elementary Mathematics Teacher Education Programmes in Canada.
National Council of Teachers of Mathematics, Inc., Reston, Va.
Pub Date-Oct 78
Note-231p.; For related documents, see ED 162 876-878; Not available in hard copy due to marginal legibility of original document
Pub Type- Reports - Research (143)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-Admission Criteria, Degree Requirements, Elementary Education, *Mathematics Education, *Preservice Education, *Research, *Surveys, Teacher Certification, *Teacher Education, Teacher Programs
Identifiers-*Canada, *National Council of Teachers of Mathematics

Reported are the results of a survey on preservice elementary mathematics teacher education programs in Canada conducted by the Commission on the Education of Teachers of Mathematics of the National Council of Teachers of Mathematics. The Commission surveyed 22 teacher education institutions to ascertain the status of preservice programs. The document contains the survey instrument and reports the frequency of each response on each item. The survey instrument has seven major categories: (1) admission; (2) elementary mathematics major; (3) mathematics content preparation; (4) mathematics teaching methods preparation; (5) other professional education courses; (6) practicum/field experiences; and (7) general information. (MP)

ED 168 915 SO 011 543

Clifford, Geraldine Joncich
Distortion in the Historiography of American Education: The Problem of Silence.
Pub Date-Apr 79
Note-30p.; Paper presented at Annual Meeting of the American Educational Research Association (San Francisco, California, April 1979); Not available in hard copy from EDRS due to poor reproducibility of original document
Pub Type- Information Analysis (070) - Speeches/Meeting Papers (150)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Educational Experience, *Educational History, Elementary Secondary Education, Higher Education, *Historiography, Parents, *Public Education, *Research Needs, *Research Problems, Social History, Students, Teachers, United States History

The history of American education is incomplete. This problem is the result of (1) historical scholars being influenced more by concerns of their own time than by issues of the past, (2) the belief that what is written and said about education is an acceptable representation of what education is, (3) the assumption that educational leaders are spokesmen for the entire educational enterprise, and (4) the presumption that the history of education is solely the history of how education has been imparted. These misconceptions have led educational historiographers to largely ignore accounts of students, parents, and teachers throughout the history of American education. Experiences of the silent majority, or common individuals, should be researched to provide a more complete perspective. Sources of such information include diaries, personal letters, personal papers, and slave narratives. However, this approach presents problems because personal literature is vast, difficult to locate and work with, and may contain bias. Nevertheless, historical research on education should consult these sources in order to identify patterns to be explored through statistical analysis and to help interpret relationships that appear in the statistical data of current research. (AV)

ED 168 970 SP 012 886

Brent, George

Glassboro State College-Camden City 12th Cycle Teacher Corps Program.

Spons Agency-Office of Education (DHEW), Washington, D.C. Teacher Corps.
Pub Date-76
Note-10p.
Pub Type- Reports - Descriptive (141)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Diagnostic Teaching, *Elementary Education, Feedback,
*Inservice Teacher Education, *Precision Teaching, Skill Development,
*Student Evaluation, Teaching Methods

A program adapting precision teaching in an urban elementary school is described. This program, initiated by the Teacher Corps, was used as an inservice project operating in the classroom. Four major procedural steps are described: (1) the teacher must describe an educational objective in exact terms; (2) pupil performance must be recorded daily in terms of rate per minute for tasks; (3) if pupil data indicates the pupil is not learning, some aspect of the teaching process must be changed; and (4) if the teaching change does not improve performance, another change must be made. One aspect of this teaching method is maintaining a performance chart for each pupil that indicates individual growth and allows any needed teaching process changes to be made within a few days. An evaluation of the program is included in this report, as well as a description of the development of the program, the personnel, and budget. (JD)

ED 169 052 SP 014 123

Brictson, Paula

An Analysis of State Supported Teachers' Centers. Research on Establishing Teachers' Centers: Four Perspectives.

Pub Date-Apr 79

Note-15p.; Paper presented at American Educational Research Association Annual Meeting (San Francisco, California, April 1979)

Pub Type- Speeches/Meeting Papers (150) - Reports - Descriptive (141)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Financial Support, *Governance, *Inservice Teacher Education, Needs Assessment, Program Evaluation, *Staff Improvement, State Aid, *State Programs, *Teacher Centers

Changing curriculum, shifting student populations, and technological and societal demands require that school staff remain actively and continuously involved in staff development programs; because of these issues and the new mandated programs, more stable teaching workforce, and numerous and varied programs in Michigan, the Michigan Department of Education initiated measures to bring about a better coordinated stated effort in staff development projects. Components of the Michigan plan include: (1) a network of 20 to 22 professional development centers; (2) governing boards made up of no less than 50 percent classroom teachers; (3) needs assessment procedures for each center; and (4) center evaluation by the state. Components are illustrated in descriptions of four specific teacher centers. (DS)

UD

ED 169 138 UD 018 919

The Family Education Program at Intermediate School 55. A Report to the Salgo-Noren Foundation on the Operation and Results of the Family Education Program, September, 1975, Through June, 1977.
Bedford-Stuyvesant Restoration Corp., Brooklyn, N.Y.
Pub Date- 78
Note-106p.; Not available in hard copy due to reproduction quality of the original document; For a related document, see UD 019 046; Appendix 6 (photographs) has been deleted
Pub Type- Reports - Descriptive (141)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-*Academic Achievement, Educationally Disadvantaged, Elementary Secondary Education, Parent Education, Parent Influence, *Parent Participation, Parent Role, *Parent School Relationship, *Program Effectiveness, Student Attitudes, *Urban Education
Identifiers-*Family Education Program, *New York (New York)

Summarized in this report is the effect parent participation in the Family Education Program at Intermediate School (I.S.) 55 in New York had on student achievement in the school during 1975-1977. Results of the first year of the program, 1974-75, indicated a relationship between parent participation and improved student achievement in mathematics and reading levels. In the 1975-77 program, however, there was no meaningful difference in the achievement levels of those students whose parents did participate as compared to those whose parents did not. This finding is attributed to the small number of students for whom pre and post test scores were available and the small number of students whose parents participated in the workshops and parent events. Nonetheless, there were benefits, which included a decrease in serious disciplinary problems, the development of a vehicle for the participation of parents, teachers and students in the decision making process, and the establishment of specific instructional goals and objectives. Appendices include tables of data collected, listings of parent attendance at workshops or events for 1975-76 and 1976-77, outlines of events, samples of forms, letters and publicity used in the Family Education Program, a parents association monthly newsletter, and records of the National Advisory Council on the Education of Disadvantaged Children visit to the Family Education Program. (Author/EB)

ED 169 182 UD 019 282

Understanding the Pan Asian Client: A Handbook for Helping Professionals.

Union of Pan Asian Communities, San Diego, Calif.
Spons Agency-San Diego County, Calif.
Pub Date-Aug 78
Note-86p.; Pages v and vi (maps) have been deleted; Not available in hard copy due to reproduction quality of the original document
Pub Type- Guides - Non-Classroom (055)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-*Asian Americans, *Cultural Differences, Human Services, Immigrants, *Social Differences, *Social History, *Social Values
Identifiers-*California (San Diego)

This booklet provides background information and suggestions to those who find themselves providing human care services to Pan Asian clients (Cambodians, Chinese, Guamanians, Hawaiians, Japanese, Koreans, Laotians, Pilipinos, Samoans, Thais, Vietnamese). Included is historical, cultural, and social information about the various Pan Asian groups in San Diego County. Highlighted are key intracultural similarities/differences and their practical implications in servicing Pan Asian clientele. Guidelines are also presented to minimize situations where misunderstandings may occur due to cultural/language differences between the client and the provider. Dates of significant events involving Pan Asians are included. (Author/EB)

ED 168 867 SE 026 968

Science and Technology in the Service of the Physically Handicapped, Volume 2: Supporting Papers.

National Academy of Sciences - National Research Council, Washington, D.C. Div. of Medical Sciences.

Spons Agency-Rehabilitation Services Administration (DHEW), Washington, D.C.

Pub Date-Dec 76

Contract-105-76-4103; V-101(134)-P-243

Note-120p.; For related documents, see SE 026 967 and ED 151 996; Contains occasional light and broken type

Available from-National Technical Information Service, Operations Division, Springfield, VA 22161 ($5.50)

Pub Type- Reports - Research (143)

EDRS Price - MF01/PC05 Plus Postage.

Descriptors-Cost Effectiveness, Federal State Relationship, *Handicapped, *Physically Handicapped, *Public Policy, *Rehabilitation Counseling, *Social Problems

Six papers are presented. The topics are: (1) the limits of cost-benefit analysis as a guide to priority-setting in rehabilitation; (2) public policy towards disability; (3) benefit and costs of the federal-state vocational rehabilitation program; (4) social issues in rehabilitation; (5) public expectations; (6) consumer perspectives; and (7) critical issues facing the health care system. (BB)

ED 168 933 SO 011 591

Davis, E. Dale
Economic Education in the Curriculum.
Pub Date-Jan 79
Note-19p.
Pub Type- Guides - Classroom - Teacher (052) - Opinion Papers (120)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Behavioral Objectives, Capitalism, Cognitive Objectives, Concept Teaching, Consumer Economics, *Curriculum Development, *Economic Education, Economic Factors, Economics, *Educational Needs, *Educational Objectives, Elementary Secondary Education, Inservice Teacher Education, Interdisciplinary Approach, Money Management, Quality of Life, Student Participation, Teacher Education, Teaching Methods

Economic education can help elementary and secondary school students understand the dynamics of the American free enterprise system and the relationships among consumer, producer, and government. The economic education curriculum will help students most if it is structured as an upward spiral in which basic economic concepts are built upon and expanded at each grade level. Elements of modern learning theories which are particularly applicable to the economic education curriculum include reinforcement, meaningful internal structure of content, an interdisciplinary approach, and a high degree of student participation. The content of economic education should include basic economic concepts such as needs, resources, consumption, distribution, demand, supply, money, and banking; the relationship of economics and society; consumer education; and personal economic management. A resource unit is a particularly effective method of teaching economic education because it can integrate basic economic concepts with learning activities and objectives that are appropriate for each grade level. Teacher education and in-service workshops will be more helpful to teachers if they include practical as well as theoretical economic content. The conclusion is that educators should accept the responsibility of helping students become informed on economic issues. (DB)

ED 168 996 SP 013 990

Interpersonal Influence Workshop. Description of Teacher Inservice Education Materials.
National Education Association, Washington, D.C. Project on Utilization of Inservice Education R & D Outcomes.
Spons Agency-National Inst. of Education (DHEW), Washington, D.C.
Pub Date-Jul 77
Contract-400-76-0091
Note-8p.
Pub Type- Reports - Descriptive (141)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Group Dynamics, *Inservice Education, *Instructional Materials, *Interaction, Interpersonal Relationship, *Learning Modules, School Personnel

An inservice course to improve skills in interpersonal effectiveness in classroom and group situations is described. It is designed for teachers, administrators, and counselors from the elementary level through college. Practical application of the principles of interpersonal influence is stressed. Contained in this descriptive report on the learning module are information on the scope and sequencing of topics and the activities and resources involved in using the module. A critique of the program and ordering information are also included. (JD)

ED 169 096 TM 008 492

Epstein, Kenneth I. Steinheiser, Frederick H., Jr.

A Bayesian Method for Evaluating Trainee Proficiency. Technical Paper 323.

Army Research Inst. for the Behavioral and Social Sciences, Alexandria, Va.

Spons Agency-Office of the Deputy Chief of Staff for Personnel (Army), Washington, D.C.

Report No.-ARI-TP-323

Pub Date-Sep 78

Note-52p.

Pub Type- Reports - Research (143) - Reports - Evaluative (142)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors-*Bayesian Statistics, *Cutting Scores, Hypothesis Testing, *Mastery Tests, Mathematical Models, *Performance Tests, Predictive Ability (Testing), *Probability, Simulation, *Student Ability

Identifiers-Test Length

A multiparameter, programmable model was developed to examine the interactive influence of certain parameters on the probability of deciding that an examinee had attained a specified degree of mastery. It was applied within the simulated context of performance testing of military trainees. These parameters included: (1) the number of assumed mastery states master, nonmaster, and perhaps intermediate (likely to soon achieve mastery); (2) the prior distribution of scores from similar examinee groups; and (3) the number of test trials or items administered. The results of several simulations showed that the degree of confidence that a decisionmaker can have about the testee's mastery is markedly affected by the values for the three parameters, and the effects of their combination. Using the Bayesian model, test length and costs could be reduced as long as the prior information was accurate and valid for the particular group of examinees. Results of the simulation also showed that a test may be too short to be of decision-making value. (Author/GDC)

Thompson, Eugene W. Smidchens, Uldis

Longitudinal Effects of School Racial/Ethnic Composition Upon Student Achievement. First Report.

Pub Date-Apr 79
Note-14p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, California, April, 1979)
Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Academic Achievement, Elementary School Students, *Ethnic Distribution, Longitudinal Studies, *Racial Factors

This study examines the effects of school racial/ethnic composition upon student achievement. The study was carried out in a middle-sized mid-western city. The population for the project was identified in the fifth grade of this public school district. All students were administered the California Achievement Test 1970 edition during both their third and fifth grade year. The reading vocabulary, reading comprehension, math computation, and language mechanics subtest of this instrument make up the dependent variables. The independent variables are student race (black/white) and the school racial impact level. The racial impact level is defined as being the ratio of black to white students within the school. Examination of the data for variability attributable either to independent variables or interaction effects was carried out through the use of a two-way analysis of variance using a least squares method. Varying relationships between the two independent variables and the dependent variables were noted. The effects of each independent variable was inconsistent upon the mean gain scores recorded for the various subtests. It is speculated that varying emphasis upon different categories of the curriculum could partially account for the differences in mean gain scores among the dependent variables. (Author)

ED 169 024 SP 014 025

The Social Environment of a Student (Part F-3 Human Competence Learning Package). Description of Teacher Inservice Education Materials.
National Education Association, Washington, D.C. Project on Utilization of Inservice Education R & D Outcomes.
Spons Agency-National Inst. of Education (DHEW), Washington, D.C.
Pub Date-May 77
Contract-400-76-0091
Note-8p.
Pub Type- Reports - Descriptive (141)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Behavior Patterns, *Family Influence, *Inservice Teacher Education, *Instructional Materials, *Learning Modules, School Community Relationship, *Social Background, *Student Behavior, Student Teacher Relationship, Validated Programs

The described inservice learning module is designed to provide elementary and secondary school teachers with greater knowledge and understanding about the social background and interactions of their students. The basic tool in this module is a booklet, and the table of contents is presented in this descriptive report. The activities and resources involved in using this product are described. Ordering information is also included as well as a critique of the module. (JD)

ED 168 893 SE 027 543

Heller, Barbara R. And Others
It's My'' Life! Science Career Workshop.
City Univ. of New York, N.Y. Inst. for Research and Development in Occupational Education.
Spons Agency-National Science Foundation, Washington, D.C. Directorate for Science Education.
Report No.-CASE-33-78
Pub Date-Dec 78
Grant-NSF-SMI-77-04700
Note-107p.; Contains occasional light type
Pub Type- Reports - Descriptive (141)
EDRS Price - MF01/PC05 Plus Postage.
Descriptors-Career Choice, *Career Education, *Females, *Occupational Guidance, Occupational Information, *Science Careers, Science Education, *Womens Education, Working Women

The science career workshop was targeted at freshman and sophomore women enrolled in public and private two- and four-year colleges and universities in the New York City area. The central theme of the workshop was that career choice represents a significant personal decision and needs to be based on sound information about the self, the external world, and their interrelationships. Relying on women scientists as panelists and session leaders, the workshop exposed students to career and lifestyle options and information about the interests, skills, abilities, and background preparation generally required for scientific careers. This report describes the activities that led up to the workshop, the workshop components and participant assessment of them, and the results and recommendations for the future. (Author/BB)

ED 168 951 SO 011 624

Fourth National Conference on Citizenship.

Department of Justice, Washington, D.C.; National Education Association, Washington, D.C.

Pub Date-May 49

Note-113p.; For related documents, see SO 011 621-628; Photographs throughout document may not reproduce clearly ; Papers presented at the National Conference on Leadership of the National Education Association (4th, New York, New York, May 14-18, 1949)

Pub Type- Speeches/Meeting Papers (150)

EDRS Price - MF01/PC05 Plus Postage.

Descriptors-*American Culture, *Citizen Participation, *Citizenship, *Citizenship Responsibility, Civics, Critical Thinking, Democratic Values, *Educational Needs, Educational Objectives, Elementary Secondary Education, Global Approach, Government Role, Higher Education, Leadership Responsibility, Moral Development, Peace, Politics, Social Change, Socioeconomic Influences, *United States History, Values, War

The proceedings contain the papers given and digests of group topics discussed at the 1949 National Conference on Citizenship held in New York. An introduction by the chairman of the conference committee identified the conference theme as ``Responsible American Citizens'' and noted that discussion would center on citizens in politics, in the world, and in their communities. Opening speeches focused on issues such as responsible roles in national, state, and local politics, good government, and common problems that beset political organizations on all levels. Speeches with a global approach have the following titles: ``Today's Challenging Opportunity,'' ``Our Job in the World Today,'' ``Enriching America,'' and ``What Should We Do about the Communist Threat in Asia?'' Concluding speeches explored the role of the public schools in developing American citizens and described municipal political experiences in Cincinnati, (Ohio), Richmond, (Virginia), and Brunswick, (Maine). Speakers included the mayor of New York, educators, senators from Vermont and Minnesota, government officials, media representatives and spokespersons from citizens groups such as the League of Women Voters and chambers of commerce, Thumbnail reports summarize information presented in each of the major topic areas. (DB)

ED 169 053 SP 014 125

Cohen, Michael
Recent Advances in Our Understanding of School Effects Research.
Pub Date-Mar 79
Note-23p.; Paper presented at Annual Meeting of the American Association of Colleges for Teacher Education (Chicago, Illinois, March 1, 1979); Not available in hard copy due to marginal reproducibility of original document
Pub Type- Information Analysis (070) - Speeches/Meeting Papers (150)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-*Academic Achievement, *Class Management, *Classroom Environment, Classroom Research, Grading, *Group Dynamics, Organizational Effectiveness, Peer Influence, Performance Factors, *Research Needs, *School Role, Student Attitudes, Student Behavior, Student Teacher Relationship

A critique of research attempting to determine student achievement by identifying the characteristics and resources of schools is offered. It is pointed out that frequently the academic achievement of students is related to the socioeconomic status of the general student population of the school. The suggestion is made that future research should focus largely, though not exclusively, on the social organization of the classroom. Research designed to provide better understanding of the interrelationships in the classroom, grouping practices, reward structures, authority and control structures, the formation and influence of peer groups, and the organization and allocation of time is claimed to be most effective in identifying the relationship between school influence and student achievement. (JD)

ED 169 077 TM 008 297

Evaluation of Title I ESEA Projects, 1977-1978: Technical Reports. Report Number 7877.
Philadelphia School District, Pa. Office of Research and Evaluation.
Pub Date-Oct 78
Note-218p.; For related document, See TM 008 203
Pub Type- Reports - Evaluative (142) - Reports - Descriptive (141)
EDRS Price - MF01/PC09 Plus Postage.
Descriptors-Academic Achievement, Bilingual Education, *Compensatory Education Programs, *Educational Assessment, Elementary Secondary Education, Nonpublic School Aid, *Program Evaluation, Pupil Personnel Services, *Remedial Mathematics, *Remedial Reading Programs, School Community Cooperation, Social Sciences, *Summer Programs, Urban Schools
Identifiers-*Elementary Secondary Education Act Title I, Pennsylvania (Philadelphia), Philadelphia School District PA

Technical reports of projects funded under the Elementary and Secondary Education Act Title I and summer components of the projects in the Philadelphia, Pennsylvania school system are presented. Following a summary statement, each project is described separately and contains information on the project's rationale, expected outcomes, mode of operation, previous evaluative findings, current implementation, and attainment of objectives. Summer program components focused on students in various institutions for neglected and delinquent children. Information for each component includes goals set, activities employed to attain goals, goals attained, goals not attained, and changes suggested by project administrators. Title I programs were divided into six categories: (1) comprehensive reading; (2) comprehensive mathematics; (3) programs for limited English-speaking-ability children; (4) social sciences; (5) supportive services; and (6) nonpublic school projects. (MH)

Gordon, Judith R.
An Instrument to Measure Discovery and Expository Presentations.
Pub Date- Apr 79
Note-23p.; Paper presented at the Annual Meeting of the American Educational Research Association (63rd, San Francisco, California, April 8-12, 1979)
Pub Type- Speeches/Meeting Papers (150) - Tests/Questionnaires 160) - Reports - Research (143)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Behavior Rating Scales, *Classroom Observation Techniques, *Discovery Learning, Elementary Secondary Education, Higher Education, Lecture, Teacher Behavior, *Teaching Methods, *Teaching Styles, *Test Reliability, *Test Validity
Identifiers-*Discovery Expository Instrument

The Discovery-Expository Instrument is a classroom observation scale which measures the position of a teacher's presentation on a continuum of discovery presentation (in which the student is encouraged to solve problems with minimal help from the teacher), to expository presentation (in which the teacher provides a complete description and discussion of the subject). Teachers are rated on categories of behavior including: (1) definitive; (2) explanative; (3) clarifying; (4) exemplative; (5) summarizing; (6) question-raising; (7) problem-structuring; (8) directive-managing; and (9) neutral. Sixteen signs are also used to rate discovery versus expository teaching behavior. Four studies involving different grade levels were conducted which suggest that the instrument possesses relatively high inter-observer and intra-observer reliabilities and high validity. Using this instrument can help a researcher assess and, consequently, control the independent variable of level of discovery presentation in the classroom and the laboratory. The instrument also can be used to monitor the actual implementation of curriculum materials by the teacher, such as by gauging the nature and consistency of a teacher's use of new materials. An abbreviated version of the instrument; scoring directions; and the 16 signs and nine category descriptions are appended. (Author/GDC)

ED 169 162 UD 019 253

Lewinson, Barbara
Colleges and Black Students.
Pub Date- 78
Note-13p.; Not available in hard copy due to reproduction quality of the original document
Pub Type- Historical Materials (060)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-*Black Students, *College Admission, College Integration, Economic Factors, Educational History, *Educational Opportunities, Equal Education, Financial Needs, *Higher Education, *Racial Discrimination, Token Integration

The study reported in this paper was undertaken to determine the number of blacks who graduated from a selected group of nine eastern universities between 1895 and 1945. Conditions and black student experiences during this period are considered and compared with the present. A short review of history prior to 1895 is provided to put into perspective the economic, political, social, and educational factors which prevented many blacks from attending college during this period. The experiences of several blacks who were able to attend colleges, and their accomplishments, are briefly described. Implications of this study for current and future university policy are discussed. Recommendations are made for the removal of legal and economic barriers, increase in financial aid to black student applicants, remedial help for black students who come from high schools that do not adequately prepare them for college level work, and the elimination of token integration. (Author/EB)

ED 169 183 UD 019 283

Greenawalt, Kent

The Implications of Regents of California v. Bakke'' For University Admission and Hiring.

Columbia Univ., New York, N.Y. ERIC Clearinghouse on the Urban Disadvantaged.

Spons Agency-National Inst. of Education (DHEW), Washington, D.C.

Pub Date-Feb 79

Note-9p.

Journal Cit-Equal Opportunity Review; Feb 1979

Pub Type- Opinion Papers (120)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Admission Criteria, *College Admission, Economically Disadvantaged, Educationally Disadvantaged, *Educational Opportunities, *Equal Opportunities (Jobs), Higher Education, Minority Groups, Racial Discrimination, *Racial Factors, Sex Discrimination, *Supreme Court Litigation

Identifiers-*Bakke (Allan)

This paper deals with the application of the dissenting opinions of the Supreme Court justices in the Allan Bakke case to a range of admission and hiring practices in which universities have engaged, or might engage. The issues posed in the Bakke case, the basic positions in each of the justices' opinions, and the interrelationship between the opinions are briefly described. The practical implications of the Bakke decision are then discussed in terms of what sorts of university programs of admissions and hiring appear permissible after Bakke. Taken into consideration are the following: (1) the relevance of State law and the distinction between private and public universities; (2) admission practices as they affect disadvantaged and minority students, particularly with regard to racial criteria; and (3) racial and sexual criteria in university hiring. (EB)

ED 168 868 SE 026 970

Getting a Better Understanding of the Metric System Implications if Adopted by the United States. Report to the Congress of the United States by the Comptroller General.

Comptroller General of the U.S., Washington, D.C.
Report No.-CED-78-128
Pub Date-20 Oct 78
Note-753p.; For related document, see SE 026 971; Contains occasional small, light and broken type
Available from-Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (Stock Number 020-000-00169-1; No price quoted)
Pub Type- Reports - Research (143)
EDRS Price - MF04/PC31 Plus Postage.
Descriptors-*Educational Policy, *Federal Legislation, *Government Publications, Government Role, *Mathematics Education, *Measurement, *Metric System, Postsecondary Education
Identifiers-*General Accounting Office

The question of whether the United States' measurement system should be changed is still unresolved. This General Accounting Office (GAO) report provides information on metrication and the issues involved. The results of GAO's work is summarized in an Executive Summary. The report contains recommendations to the United States Metric Board and the Office of Management and Budget to help implement current national policy in accordance with the 1975 Act and its legislative history. The report also contains a number of recommendations regarding other specific measurement activities. (MP)

ED 168 916 SO 011 553

Horrigan, Donald C.
The Shaping of NCEA.
National Catholic Educational Association, Washington, D.C.
Pub Date-Oct 78
Note-33p.; Photographs throughout document may not reproduce clearly
Available from-National Catholic Educational Association, Suite 350, One Dupont Circle, Washington, D.C. 20036 ($3.00)
Pub Type- Historical Materials (060)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*Catholic Schools, Educational Change, *Educational History, Elementary Secondary Education, Higher Education, Organizations (Groups), *Religious Education, *Religious Organizations
Identifiers-*National Catholic Education Association

This pamphlet traces the history of the National Catholic Education Association (NCEA) from its founding in 1904 through 1978. Section I, Origin and Early Years, 1904-1920,'' explains that NCEA developed from the uniting of three separate Catholic educational organizations. Thomas J. Conaty, NCEA's first chief executive officer, established three small organizations to promote uniform standards of education at existing Catholic institutions of higher and secondary education. Section II, Dimensions of Ministry, 1920-1944,'' explains how NCEA moved from an emphasis on preserving traditional scholastic liberal arts education to a cautious embracing of the more scientific progressive approach. This change was most apparent at the elementary level. Section III, The Hochwalt Years, 1944-1966,'' reviews growth in NCEA under the direction of Frederick G. Hochwalt. During this time NCEA became a strong, active organization with membership from almost every Catholic educational institution in the United States. NCEA staff, membership, and income increased, and programs of research, membership services, and legislative involvement were initiated. Section IV, The Post Vatican Era, 1966-1978,'' notes changes in NCEA membership, activities, and internal management. There is now an emphasis on cooperation with other private educational associations, compilation of national data needed for educational planning, and encouragement of parental involvement in educational decision-making. (AV)

ED 168 971 SP 012 889

Van Buren, John D. Kaya, Esin
Application for the 1977 Distinguished Achievement Awards to American Association of Colleges for Teacher Education. Ph.D. Program in Educational Research at Hofstra University.
Pub Date-77
Note-10p.
Pub Type- Reports - Descriptive (141)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Doctoral Degrees, *Educational Research, Graduate Students, *Internship Programs, *Research Apprenticeships, Research Methodology

An advanced study program leading to a Ph.D. degree in educational research and evaluation is described. The program is structured to provide experiences in research and evaluation as the area of specialization, professional education as the area of application, and liberal arts cognates. The curricular objectives of the program are given as terminal behaviors expected of the students in four areas: (1) professional education; (2) administrative skills; (3) liberal arts and cognate studies; and (4) research, measurement, and statistics. These objectives are viewed in the program as interacting and integrated rather than isolated specifics. Degree requirements include the completion of courses and field experience selected by the students, a full-time work internship of 120 days, and a completed and orally defended Ph.D. thesis. (JD)

ED 168 997 SP 013 991

Motivation with an Emphasis on Mathematics. Description of Teacher Inservice Education Materials.

National Education Association, Washington, D.C. Project on Utilization of Inservice Education R & D Outcomes.

Spons Agency-National Inst. of Education (DHEW), Washington, D.C.

Pub Date-76

Contract-400-76-0091

Note-8p.

Pub Type- Reports - Descriptive (141)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Educational Strategies, Inservice Teacher Education, *Instructional Materials, *Learning Modules, *Learning Motivation, *Mathematics Instruction, *Motivation Techniques, Student Interests, Teaching Techniques, Validated Programs

The learning module described deals with motivation of students. The sample school subject covered is mathematics. The content of the module and the activities and resources needed for its use are described. A critique of the module and ordering information are included. (JD)

ED 169 025 SP 014 032

Donny, William F.

Teacher Demand and Supply for Elementary and Secondary Schools in Pennsylvania.

Pennsylvania State Dept. of Education, Harrisburg. Bureau of Information Systems.

Pub Date-Nov 78
Note-37p.
Pub Type- Reports - Research (143) - Numerical/Quantitative Data (110) ()
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-College Graduates, Elementary Secondary Education, Employment Projections, Employment Trends, Enrollment, *Statistical Data, *Teacher Employment, *Teacher Supply and Demand
Identifiers-*Pennsylvania

In the 1960s teacher demand and supply increased rapidly to match the increasing school enrollments of those years in Pennsylvania. But due to declining enrollments and lower than normal teacher replacement needs in the 1970s the demand for teachers began to fall faster than the supply. Rather conservative projections indicate that teacher supply may well average 50 percent higher than demand in the mid-1980s. However, this oversupply is mitigated by bachelor's graduates in education consistently ranking among the top 10 of the 23 major disciplines for those with some kind of full-time employment five months after graduation. The analysis is based on extensive data relative to: population change, public school enrollment, public and nonpublic schools, and grade and age level characteristics as they relate to teacher demand; sources of teacher supply, teacher graduates, out of state teacher supply, and supply reservoirs; and the relationship of teacher demand to supply in Pennsylvania. (Author/DS)

ED 168 934 SO 011 592

Johnston, Lloyd

The American High School. Its Social System and Effects. Youth in Transition Working Paper 9.

Michigan Univ., Ann Arbor. Inst. for Social Research.
Spons Agency-Office of Education (DHEW), Washington, D.C.
Pub Date-73
Contract-OEC-5-85-054
Note-331p.; Appendix A may not reproduce clearly due to light and broken print type of original document
Pub Type- Reports - Research (143) - Information Analysis (070)
EDRS Price - MF01/PC14 Plus Postage.
Descriptors-Academic Achievement, Academic Aptitude, Adolescents, Environmental Influences, *Evaluation, Evaluation Criteria, Evaluation Methods, *High Schools, High School Students, High School Supervisors, Males, National Surveys, Secondary Education, Secondary School Teachers, Social Influences, *Student Attitudes, Student Characteristics, *Student Opinion, *Student School Relationship, *Success Factors, Tables (Data), Values

This document, the result of the Youth in Transition longitudinal study, describes procedures, rationale, and major results of an evaluation of American high schools. The purpose of the study was to examine factors that make some schools superior to others. A good'' school is defined as one which has a greater than average desirable impact on its students and a lower than average undesirable one. Over 1300 young men from 87 high schools provided data for the study by answering questionnaires. The approach was to consider all school characteristics that might make a difference for students. The data, consolidated and reduced from some 1600 to 32 variables, were categorized under headings of knowledge and achievement, behaviors, plans, attitudes and values, affective states, motives, aptitudes, abilities, and school reputation. Separate chapters of this document describe the present state of knowledge in the field, the research design, concept and instrument development, major data collections, and descriptive information on American high schools. Findings indicate that high schools have virtually no differential impact on student development. The author suggests a major social experiment in which diverse forms of education are created. Suggestions to change the organizational structures of formalized schooling are also presented. Appendices include ten questionnaires and student interviews. (KC)

ED 169 078 TM 008 302

Final Evaluation Report. 1976-1977. High School Curriculum Evaluation. Publication Number 76.68.

Austin Independent School District, Tex. Office of Research and Evaluation.

Pub Date-30 Jun 77

Note-148p.; Not available in hard copy due to marginal reproducibility of original document

Pub Type- Reports - Evaluative (142)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-*Academic Achievement, Counselor Role, Course Content, Credits, *Curriculum Development, *Curriculum Evaluation, Educational Assessment, Educational Counseling, Graduation Requirements, *High School Curriculum, Needs Assessment, *Quarter System, School Orientation, *Secondary Education

Identifiers-Austin Independent School District TX, Texas (Austin)

The effects of the mandated quarter system and the expanded and revised high school curriculum were assessed in Austin, Texas, based upon achievement test scores, attendance records, and objectively collected opinion data in seven areas of concern. The seven decision questions which affected allocation of funds, personnel, time and material concern: (1) making major alterations to the curriculum; (2) changing the number of credits and the minimum reading and mathematics competencies required for graduation; (3) modifying the responsibilities of high school counselors; (4) instituting year-round schooling; (5) altering the academic advising procedures; (6) improving eighth-grade orientation to the high school curriculum; and (7) coordinating the content of the same courses taught at different schools. Evaluation findings consist of answers, with supportive data, to 28 questions, as well as 12 miscellaneous findings. (MH)

ED 169 097 TM 008 493

Steinheiser, Frederick H., Jr. And Others

Criterion-Referenced Testing: A Critical Analysis of Selected Models. Technical Paper 306. Final Report

Army Research Inst. for the Behavioral and Social Sciences, Alexandria, Va.

Spons Agency-Office of the Deputy Chief of Staff for Personnel (Army), Washington, D.C.

Report No.-ARI-TP-306

Pub Date-Aug 78

Contract-DAHC-19-75-M-0003

Note-67p.

Pub Type- Information Analysis (070) () - Tests/Questionnaires 160)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors-Comparative Statistics, *Criterion Referenced Tests, *Cutting Scores, Decision Making, *Mastery Tests, *Mathematical Models, Minimum Competency Testing, *Predictive Measurement, *Statistical Analysis, Test Interpretation, Validity

Identifiers-Test Length

Alternative mathematical models for scoring and decision making with criterion referenced tests are described, especially as they concern appropriate test length and methods of establishing statistically valid cutting scores. Several of these approaches are reviewed and compared on formal-analytic and empirical grounds: (1) Block's approach to setting mastery standards, involving student performance and academic requirements; (2) Crehan's classification, comparing scores of students who have and who have not completed training; (3) the probabilistic models of Macready, Dayton, and Emrick, which assume an equal proportion of masters and nonmasters; (4) the binomial distribution model, which allows for partial acquisition of proficiency; (5) the Bayesian model, which considers prior experience; (6) Rasch's one-parameter logistic model, which yields person-free test calibrations and item-free person measurements; and (7) the regression approach of classical test theory, which enables the estimation of true scores to be made from observed scores. Examples of these approaches are given, as well as their advantages, disadvantages, and ambiguities. (GDC)

ED 169 139 UD 019 046

The Family Education Program at Intermediate School 55. A Report to the Salgo-Noren Foundation on the Operation and Results of the Family Education Program, March, 1974, through June, 1975.

Bedford-Stuyvesant Restoration Corp., Brooklyn, N.Y.
Pub Date-30 Sep 75
Note-64p.; For a related document, see UD 018 919; Five pages have been deleted due to reproducibility factors
Pub Type- Reports - Descriptive (141)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-*Academic Achievement, Elementary Secondary Education, Family Involvement, *Family Programs, Mathematics Instruction, *Minority Group Children, *Parent Education, *Parent Participation, Parent School Relationship, *Program Effectiveness, Reading Improvement, Remedial Programs
Identifiers-*Family Education Program, *New York (New York)

This is a report on the results of the Family Education Program, which is described as a demonstration and action program which incorporates parent education with an existing teacher training program to raise the achievement levels of intermediate students at Intermediate School (I.S.) 55, Brooklyn, New York. Methods and procedures of the program are outlined. The results presented indicate that the achievement levels of fifth and sixth grade students in mathematics and reading were higher for those whose parents participated in the program than for those whose parents did not. Appendices include attendance records for parents who attended workshops and parent events, outlines of each event, contacts made by parent coordinators and results of the contacts, correlation and comparisons of test scores, samples of forms and letters used in the Family Education program, and an analysis of the repercussions the violent death of a student at I.S. 55 had on the school and on the Oceanhill-Brownsville section of New York. (Author/EB)

ED 169 205 UD 019 365

Cunningham, George K. Husk, William L.

A Metropolitan Desegregation Plan Where the White Students Went.

Pub Date-12 Apr 79
Note-17p.; Paper presented at the annual meeting of the American Educational Research Association (San Francisco, California, April 12, 1979); Pages (charts) have been deleted due to marginal legibility of the original document
Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Caucasian Students, Declining Enrollment, Elementary Secondary Education, *Integration Studies, Parent Attitudes, Parochial Schools, Private Schools, *School Integration, *Urban to Suburban Migration
Identifiers-*White Flight

Much evidence exists to show that white enrollment declines with the advent of desegregation. This study conducted in Jefferson County, Kentucky (Louisville) explains the causes of this decline in terms of birth rate decline, nonpublic school enrollment, and movement out of the county. A determination of the degree that each of these take place and their relationship to desegregation is made. In addition, interviews were conducted with affected parents to ascertain their attitudes toward desegregation related subjects, and to collect information on their demographic characteristics. (Author)

ED 168 894 SE 027 544

Frank, Gary G.

A Guide to Energy Savings - For the Dairy Farmers.

Department of Agriculture, Washington, D.C.; Federal Energy Administration, Washington, D.C.
Pub Date-Jun 77
Note-56p.; For related documents, see SE 027 545-549
Available from-Office of Communication, Publications Division, U.S. Dept. of Agriculture, Washington, D.C. 20250 (single copies free while supply lasts)
Pub Type- Guides - General (050)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-*Agriculture, *Conservation Education, *Dairymen, Energy, *Energy Conservation, *Farmers, Instructional Materials, Postsecondary Education

This booklet gives a brief overview of energy use patterns in a dairy farm and gives tips on cutting costs of water heating, ventilation and supplemental heat, milk cooling, vacuum pumps, electric motors, tractors, trucks, engines, and lighting. Finally, energy use recordkeeping is discussed. (BB)

ED 168 952 SO 011 625

Fifth National Conference on Citizenship.

Department of Justice, Washington, D.C.; National Education Association, Washington, D.C.
Pub Date-May 50
Note-115p.; Photographs and italics throughout document may not reproduce clearly ; Papers presented at the National Conference on Citizenship of the National Education Association (5th, Washington, D.C., May 20-24, 1950)
Pub Type- Speeches/Meeting Papers (150)
EDRS Price - MF01/PC05 Plus Postage.
Descriptors-*American Culture, *Citizen Participation, *Citizenship, *Citizenship Responsibility, Civics, Critical Thinking, Democratic Values, *Educational Needs, Educational Objectives, Elementary Secondary Education, Global Approach, Government Role, Higher Education, Leadership Qualities, Leadership Responsibility, Moral Development, Peace, Politics, Social Change, Socioeconomic Influences, *United States History, Values, War

Presented are general session and discussion group reports from a citizenship conference held in Washington, D.C. in May, 1950. Sponsored by the National Citizenship Committee of the National Education Association and the United States Department of Justice, the conference provided a forum for examination of the functions and duties of American citizenship after World War II. Conference participants included representatives from civic, religious, educational, professional, industrial, labor, and communications groups. The conference theme was Loyal Citizens in Action You Are Your Government.'' The proceedings are presented in three major sections, which correspond to the major conference topics. The first section focuses on voting. Opening speeches dealt with how voters decide among candidates and ways to encourage high voter turnout. The second section presents speeches and discussion relating to the need for citizens to base participation upon accurate information. Topics discussed include providing field-trip experiences in government agencies to students and encouraging newspaper editors to present broad outlines of political facts and information. The final section offers discussion about how organizations can improve citizenship. Recommendations include that schools should help students understand the privileges and obligations of citizenship, the federal government should organize a National Commission on Citizenship, and community citizenship organizations should coordinate their activities. (DB)

Golaszewski, Thomas J.
Influencing Behavior Through Instruction: Methodology in Health Education.
ERIC Clearinghouse on Teacher Education, Washington, D.C.
Spons Agency-National Inst. of Education (DHEW), Washington, D.C.
Pub Date-Feb 79
Note-30p.
Pub Type- Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*Behavior Change, *Change Strategies, *Curriculum Design, *Health Education, Higher Education, Life Style, Personal Values, *Physical Fitness, Secondary Education, Self Determination, Social Reinforcement

A health education curriculum for secondary school and undergraduate college students is described. The prime emphasis in this curriculum is upon behavior modification and personal motivation on the part of the student. Strategies for modifying health behavior are outlined stressing the importance of students understanding and clarifying their personal values and goals. Working with the teacher, students develop a health program of their own after participation in basic medical laboratory experience that provides an understanding of their physical condition and needs. Both biomedical evaluation and behavioral inventory analysis are used in this instructional phase. A sample of a student-developed program is appended. (JD)

ED 168 998 SP 013 992

The Parent-Teacher Conference. Description of Teacher Inservice Education Materials.

National Education Association, Washington, D.C. Project on Utilization of Inservice Education R & D Outcomes.
Spons Agency-National Inst. of Education (DHEW), Washington, D.C.
Pub Date-Apr 77
Contract-400-76-0091
Note-8p.
Pub Type- Reports - Descriptive (141)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Communication Skills, *Inservice Teacher Education, *Instructional Materials, Interpersonal Relationship, *Learning Modules, *Parent Teacher Conferences, Programed Materials, Teacher Attitudes, Validated Programs

Explicit instructions are given in the described learning module on how to prepare for and conduct a successful parent-teacher conference. This report describes the contents of the module as well as the activities and resources involved in its use. Ordering information and a critique of the module are included. (JD)

ED 169 054 SP 014 126

A Time for New Directions: Four School and Community Case Studies.
Canberra Coll. of Advanced Education (Australia). School of Teacher Education.
Spons Agency-Australian Schools Commission, Canberra.
Pub Date-Feb 79
Note-52p.
Pub Type- Reports - Descriptive (141)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-*Case Studies (Education), Community Schools, Elementary Secondary Education, Foreign Countries, *Parent Participation, Parochial Schools, *School Community Cooperation, *School Community Relationship, *School Improvement, School Planning
Identifiers-*Australia

Four programs focusing on the school-community relationship and cooperation are described. The first illustrates how a building program was initiated in a Lutheran school in south Australia. The second focuses on the nature of parent involvement in a New South Wales high school and needed changes. The third program sought to guage parent opinion of school policy, curriculum, and environment and to increase involvement. The fourth program describes parent involvement in a small innovative community school and the extensive use of community resources to deal with problems. (DS)

ED 169 163 UD 019 254

Harrison, Daphne D. Murray, Saundra R.

A Training Model for Improving Interracial Relations. Final Report.

Maryland Univ., Baltimore. Dept. of African-American Studies.

Pub Date-Jun 76

Note-115p.; Not available in hard copy due to reproduction quality of the original document

Pub Type- Guides - General (050)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-Administrator Role, Affirmative Action, Behavior Change, Black Students, *Change Strategies, *Cross Cultural Training, *Higher Education, Institutional Characteristics, Models, *Race Relations, *Racism, *Social Change, Student Attitudes, Teacher Attitudes

The research described and evaluated in this report tests a model for intervention strategies to reduce the impact of racism on blacks in a university setting. The basic assumptions of the model discussed are that institutional racism is systematic and must be attacked through systems intervention by trained people, and that individual, group and intergroup skills development as well as commitment of top level administration are required. The model is evaluated in terms of its ability to reduce the racist attitudes and behaviors of participants and to allow participants to effectively intervene in the system.

Measurement in these areas includes a charting of Action Research Group effectiveness, examination of participant behavior in all stages, and comparison of participants' attitudes (pre and post training) on racism and relevant issues. The evaluation generally indicates that the model is minimally effective in reducing the impact of institutional racism. However, it is pointed out that some efforts in the desired direction were made. These include the Bridge Program, the Affirmative Action Planning Committee, and the recruitment of minority graduate students. Appendices include a compilation of training activities and strategies, data collected during the course of the research, questionnaires dealing with minority concerns, a market availability analysis, a training evaluation instrument, and an interpersonal skills scale. (Author/EB)

ED 169 184 UD 019 284

Thomas, Gail E.

Equality of Representation of Race and Sex Groups in Higher Education: Institutional and Program Enrollment Statuses. Report No. 263.

Johns Hopkins Univ., Baltimore, Md. Center for Social Organization of Schools.

Spons Agency-National Inst. of Education (DHEW), Washington, D.C.

Pub Date-Oct 78

Grant-NIE-G-78-0210

Note-47p.; Several pages (tables) may not reproduce well due to the print size and print format of the original document

Pub Type- Reports - Research (143)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-Blacks, Caucasians, College Majors, *College Students, *Enrollment, *Enrollment Trends, Females, Higher Education, Males, *Racial Differences, *Sex Differences

This report analyzes the enrollment of race and sex groups in institutions of higher education in order to describe the differences in black-white and male-female enrollment. The analyses address the types of higher institutions attended and the types of academic programs experienced within these institutions. Findings indicate: (1) black enrollment throughout higher education in 1976 still remained heavily concentrated in the South; (2) traditionally black Southern institutions continued to enroll a significant proportion of the blacks participating in higher education in the South in 1976; (3) in 1974, black and female undergraduates and graduates, relative to whites and males, were still overrepresented in education and the social sciences and underrepresented in the technical sciences; and (4) the smaller proportion of blacks in professional schools, relative to black undergraduates and graduates, was more evenly distributed in academic programs in comparison to white professional students. (Author/EB)

Getting a Better Understanding of the Metric System Implications if Adopted by the United States: Executive Summary. Report to the Congress of the United States by the Comptroller General.
Comptroller General of the U.S., Washington, D.C.
Report No.-CED-78-128-A
Pub Date-20 Oct 78
Note-90p.; For related document, see SE 026 970; Contains light and broken type
Available from-U.S. General Accounting Office, Distribution Section, Room 1518, 441 G Street, N.W., Washington, D.C. 20548 (free)
Pub Type- Reports - Research (143)
EDRS Price - MF01/PC04 Plus Postage.
Descriptors-*Educational Policy, *Federal Legislation, *Government Publications, Government Role, *Mathematics Education, *Measurement, *Metric System, Postsecondary Education
Identifiers-*General Accounting Office

This General Accounting Office (GAO) document is a summary of a GAO report that discusses: (1) the implications if the United States converts to the metric system of weights and measures; and (2) the conversion experiences of other countries. Topics covered include national policy, impact on industry and the public, benefits, advantages, disadvantages, and costs. The overall conclusions and recommendations are given. (MP)

ED 169 119 TM 008 577

Ellison, Robert L. And Others

Utah Statewide Educational Assessment 1978: General Report.

Institute for Behavioral Research in Creativity, Salt Lake City, Utah.
Spons Agency-Utah State Board of Education, Salt Lake City.
Pub Date-Dec 78
Note-196p.
Pub Type- Reports - Research (143) - Reports - Descriptive (141)
EDRS Price - MF01/PC08 Plus Postage.
Descriptors-*Academic Achievement, Aesthetic Education, *Affective Objectives, Classroom Environment, Cognitive Objectives, *Educational Assessment, Educational Trends, Elementary Secondary Education, Emotional Development, Grade 5, Grade 11, *Maturation, Maturity Tests, Productive Living, School Attitudes, School Demography, Social Maturity, *State Surveys, Testing Programs
Identifiers-*Utah

As part of Utah's 1978 statewide assessment, a number of tests were administered to over 4,000 fifth grade students from 64 elementary schools and over 2,000 eleventh graders from thirty high schools. This report presents the results in each of the areas tested: (1) intellectual maturity measured by reading and mathematics achievement on the nationally-normed Comprehensive Tests of Basic Skills; (2) emotional maturity; (3) social maturity; (4) aesthetic maturity; (5) productive maturity; (6) enjoyment of school; (7) educational process including individualization of instruction, reinforcement of self concept, classroom participation, career development, and expectations (fifth grade only); and (8) school demographic characteristics including socioeconomic status, size, location, Title I classification, race, and physical architecture (open versus closed). Key findings are summarized for each of the areas, and recommendations are presented for local, district, and state-level staff. Results in some of the areas tested are briefly compared to the results of the first assessment, which was conducted in 1975. (GDC)

ED 169 026 SP 014 033

Kittleson, Mark J.
Divorce and Children.
Pub Date-79
Note-15p.
Pub Type- Opinion Papers (120)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Behavior Change, *Childhood Attitudes, *Divorce, Early Childhood, *Emotional Response, Family Problems, One Parent Family, *Parent Child Relationship

The traumatic effect of divorce on young children is discussed, noting the typical changes in behavior evidenced by children in such a situation. Suggestions are made on ways parents can cope with the child's emotional reactions and alleviate the stress that is natural when a marriage dissolves. (JD)

ED 168 895 SE 027 545

Schienbein, Allen

A Guide to Energy Savings - For the Field Crops Producer.

Department of Agriculture, Washington, D.C.; Federal Energy Administration, Washington, D.C.

Pub Date-Jun 77

Note-65p.; For related documents, see SE 027 544-549

Available from-Office of Communication, Publications Division, U.S. Department of Agriculture, Washington, D.C. 20250 (single copies free while supply lasts)

Pub Type- Guides - General (050)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors-*Agricultural Production, *Agriculture, Energy, *Energy Conservation, *Farmers, *Field Crops, Grains (Food), Instructional Materials, Postsecondary Education, Tobacco

This booklet gives a brief overview of energy use in field crop production and gives examples of cutting costs of fertilizer use, irrigation, grain drying, tobacco drying, forate production, and tractor and truck use. Recordkeeping is also discussed. (BB)

ED 168 917 SO 011 573

Gunter, Jock

Letter Dice. Technical Note No. 6.

Massachusetts Univ., Amherst. Center for International Education.
Spons Agency-Agency for International Development (Dept. of State), Washington, D.C.
Pub Date-73
Note-21p.; For related documents, see SO 011 568-576
Available from-Center for International Education, School of Education, University of Massachusetts, Amherst, Massachusetts 01002 ($1.00) ; Document also available in Spanish
Pub Type- Guides - Non-Classroom (055)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-Adult Basic Education, Basic Skills, Beginning Reading, Daily Living Skills, *Developing Nations, *Educational Games, Elementary Secondary Education, Interpersonal Competence, Learning Activities, Letters (Alphabet), *Literacy, Literacy Classes, Nonformal Education, Reading Development, Reinforcement, *Rural Areas, Rural Education, Skill Development, Spelling Instruction, Syllables, Teaching Methods, *Vocabulary Development, Written Language
Identifiers-Ecuador Project

Letter and syllable dice devised for a project in rural Ecuador provide inexpensive, easily reproducible learning materials for practice in basic literary skills. Eleven wooden cubes with six letters on each cube are cast onto a surface and the player constructs words from the letters on the top side of the dice. After a word is formed and recorded, it may be taken apart to use the letters in forming another word. The player receives practice in assembling words from letters, and the observer gets exposure to words he doesn't know and reinforcement of words he vaguely knows. Both player and observers increase their spelling and vocabulary skills. Letter dice have been successfully used in community meetings, reform schools, and by Peace Corps members in English classes. Because syllable dice seem to be most effective in the early stages of literacy, they are used in the primary schools and in private tutoring sessions. In one approach the teacher draws a simple scene on the board and the students describe it by building words from the syllable dice. Attempts are presently in progress to adapt the dice to the native Quechua language. The author notes that although the materials have created interest, a satisfactory means of stematic evaluation has been difficult. The method of creating the dice and an illustration of the letter distribution are provided. (KC)

ED 168 999 SP 013 993

Designing Effective Instruction (DEI) - A New Adventure in Teaching. Description of Teacher Inservice Education Materials.

National Education Association, Washington, D.C. Project on Utilization of Inservice Education R & D Outcomes.
Spons Agency-National Inst. of Education (DHEW), Washington, D.C.
Pub Date-Aug 77
Contract-400-76-0091
Note-8p.
Pub Type- Reports - Descriptive (141)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Behavioral Objectives, Criterion Referenced Tests, *Effective Teaching, *Inservice Teacher Education, *Instructional Design, *Instructional Materials, *Learning Modules, Validated Programs

The instructional package described here is intended to help teachers improve their ability to design effective classroom instruction. The inservice topics covered include techniques of writing behavioral objectives and criterion tests, analyzing content in terms of stimulus and response, and validation processing. This descriptive report provides information on the purposes and content of the program as well as activities and resources involved. A critique, history of development, and ordering information are also included. (DS)

ED 169 055 SP 014 127

Some Case Studies from the School and Community Project: Home-School Liaison.

Pub Date-77

Note-50p.

Pub Type- Reports - Descriptive (141)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-Adult Education, *Case Studies (Education), *Family School Relationship, Guidance Centers, *Minority Groups, Parenthood Education, Public Relations, *School Community Relationship, Welfare Services

Four case studies of community programs in which the school is the central agent are presented. The role of specialist liaison personnel and their activities is highlighted. The first example is that of a cluster of schools that use school-based welfare officers to deal with common social problems in the community. The second case describes the programs offered by a large suburban school for the further education of minority parents. The third example is that of an inner city school, serving a transient migrant population of low-income parents, that has initiated a program to improve child rearing habits among the parents. The final case is that of a school endeavouring to overcome community disapproval by providing facilities for the public and by mounting a comprehensive public relations program. (JD)

Final Evaluation Report. 1976-1977. Title I Migrant Program. Publication Number: 76.59.
Austin Independent School District, Tex. Office of Research and Evaluation.
Spons Agency-Department of Health, Education, and Welfare, Washington, D.C.
Pub Date-30 Jun 77
Note-11ip.; Not available in hard copy due to marginal legibility of original document
Pub Type- Reports - Evaluative (142)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-Academic Achievement, Bilingual Students, Clothing, *Compensatory Education Programs, *Educational Assessment, Elementary Secondary Education, Mexican Americans, *Migrant Child Education, Migrant Health Services, *Migrant Problems, *Needs Assessment, Parent Participation, Preschool Education, *Program Evaluation, Standard Spoken Usage
Identifiers-Austin Independent School District TX, Elementary Secondary Education Act Title I, Texas (Austin)

The final evaluation of the Elementary and Secondary Education Act Title I Migrant Program in the Austin, Texas Independent School District is reported. The program consisted of instructional, student recruitment, parental involvement, health services, and clothing components. The instructional component included programs for pre-kindergarten children, secondary level (sixth grade and above) reading classes and secondary oral language development classes. The purpose of the recruitment and involvement component was to identify and register migrant children and to establish local Parental Advisory Councils. Health service activities included medical and dental treatment for students referred by a pediatric nurse practitioner. Funds to purchase clothing for needy migrant children comprised the clothing component. Evaluation of the program served three purposes: (1) to define the population served and to identity its needs; (2) to determine how the program was being implemented; and (3) to determine if the program met its objectives. The evaluation centered on needs assessment data, process data, outcome data, and miscellaneous data. This material is presented as answers and supportive data to a series of 44 questions including data obtained from parents, teachers, and administrators. (MH)

ED 169 098 TM 008 494

Hiett, Robert L. And Others

The Racial Attitudes and Perceptions Survey (RAPS). Final Report (Mar 73-Mar 74). Technical Paper 338.

Army Research Inst. for the Behavioral and Social Sciences, Alexandria, Va.

Pub Date-Sep 78

Contract-DAHC-19-73-C-0037

Note-80p.; For related document, see TM 008 491

Pub Type- Reports - Research (143) - Tests/Questionnaires (160)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors-*Attitude Tests, Black Attitudes, Blacks, Caucasians, *Military Personnel, Postsecondary Education, *Race Relations, *Racial Attitudes, Racial Discrimination, Racial Integration, Reverse Discrimination, Test Construction, *Test Reliability, *Test Validity

Identifiers-*Racial Attitudes and Perceptions Survey

The Racial Attitudes and Perceptions Survey (RAPS) was developed to obtain information from black and white military personnel, including reports of the frequencies of specific discriminatory behaviors and the tension levels associated with each race. The instrument was evaluated in terms of its construct validity and its reliability. Attitudes and perceptions were measured in four areas: (1) perceptions of discrimination against blacks; (2) attitude toward racial interaction; (3) feelings of reverse racism; and (4) racial climate. Evidence indicated the instrument was valid, and reliability estimates were satisfactory. Analysis across demographic variables indicated that several variables were related to RAPS results, with race being the most important. Results indicated that blacks perceived more racial discrimination than whites: both blacks and whites favored racial interactions: and more whites than blacks felt the racial climate in the military was favorable. Several recommendations are made regarding the use of the RAPS at the local and command levels. The test itself is appended. (Author/CP)

ED 169 140 UD 019 117

Sanua, Victor D.

Diagnostics and Psychotherapy with Minority Groups: The Importance of Sociocultural Factors in the Training of Clinical Psychologists.

Pub Date-15 May 77
Note-24p.; Paper presented at the annual convention of the New York State Psychological Association (40th, Kiamesha Lake, New York, May 13-15, 1977)
Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Behavioral Science Research, *Counselor Attitudes, *Cultural Factors, Discriminatory Attitudes (Social), Ethnocentrism, *Minority Groups, *Psychiatrists, Psychotherapy, *Racial Factors, *Social Factors

There are problems in using the traditional approaches of psychotherapy with various ethnic minority and national groups in the United States. Mental health practitioners, besides making errors in diagnosis, may also be handicapped in developing a therapeutic relationship with the patient. Numerous studies indicate that sociocultural factors tend to influence the efficiency of psychotherapy. Social class, racial status, and command of English all affect patient-therapist communication. Those who most frequently seek and persist in therapy are upper-middle to upper class and about half are Jews. Although some techniques have begun to be developed for dealing with lower class minority patients more research is necessary. Poor prognosis for lower class clients has more to do with attitudes of the therapist than attributes of the client (Lerner and Fiske, 1973). Hollingshead and Redlich (1958) found that upper class patients rarely went to state mental institutions, while lower class patients often did. A realization of the importance of environmental and sociocultural factors in psychotherapy will make for a better rapport between therapist and patient and, thus, more effective treatment. (Author/WI)

Newman, Ian M. Newman, Enid
Utilization Patterns of a Rural Elementary School Health-Sick-Room.
Pub Date-12 Oct 78
Note-22p.; Paper presented to the Research Council, American School Health Association Annual Meeting (Dearborn, Michigan, October 12, 1978)
Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Attendance, *Data Analysis, Elementary Education, *Facility Utilization Research, Health Programs, Program Planning, *Rural Schools, *School Health Services, *School Nurses, Statistical Studies

With the objective of describing the use of the nurse's office or sick room in a rural elementary school, data was gathered from administrative records relating to sick room utilization and absenteeism. Monthly variations in use of the sick room, utilization by grade level, consistency of usage, complaints presented, and absenteeism were the main foci of data analysis. Results indicated that elementary students use the school sick room in a manner comparable to the way adults use the physician's office and clinic. Females make more visits than males. There is good evidence that many visits are unnecessary. Implications point to a need in health education to address the problem of improper use of health care systems. (DS)

ED 169 027 SP 014 038

Bammel, Gene
Changes in Educational Ambience: Short Term and Long Term.
Pub Date-78
Note-9p.
Pub Type- Opinion Papers (120)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Adult Education, *Futures (of Society), Higher Education, *Leisure Time, *Recreational Activities, Television

Present trends in the use of leisure time for both education and recreation point to interesting developments in the future. In education, more and more adults are going back to college, and this will bring changes in both the curriculum offered at the college level and the mixture of students. In recreation, people are using local recreation areas more and driving less. Much leisure time is now spent in the home, which places the television in a crucial position with regard to both recreation and education. The result may be that the home will become the entertainment, the education, and the recreation center, and our attention will shift from milieu, place, to ambience, the feelings attendant upon being in a given place. (DS)

ED 169 185 UD 019 285

Runkel, Philip J. And Others
Transforming Problems in Urban Schools into a Capacity for Solving Problems.
Oregon Univ., Eugene. Center for Educational Policy and Management.
Spons Agency-National Inst. of Education (DHEW), Washington, D.C. School Capacity for Problem Solving Group.
Pub Date-Sep 78
Contract-400-75-0018; NE-C-00-3-0083
Note-251p.
Pub Type- Reports - Descriptive (141) - Reports - Evaluative (142)
EDRS Price - MF01/PC11 Plus Postage.
Descriptors-*Change Strategies, Communication Skills, Consultants, *Educational Change, *Educational Problems, Elementary Secondary Education, Individual Characteristics, *Problem Solving, Program Evaluation, School Organization, *Urban Schools

Presented in this document, a product of the project on Documentation and Technical Assistance in Urban Schools (DTA), is a series of principles that can be used by members of schools and their consultants to improve the capacity of schools to solve their problems locally. References are made to the complexities of school problems and of human nature that have a bearing on any change strategy. Clusters of variables related to the vicious circle schools are often caught in when trying to reduce multiple or severe problems are discussed in conjunction with variables in human nature that hinder problem solving. Skills and knowledge that are considered essential to a school's capacity for solving problems are outlined and described in detail. Included are communication, diagnostic, and monitoring skills and knowledge of the complexities of humans and their school organizations, knowledge of variables affecting change in schools, and knowledge of the effects of using different sequences of action in change projects. Appended are summaries of research that show the best ways for consultants to assist schools in solving problems. (EB)

ED 168 870 SE 026 977

Cohen, Donald

A Training Program for Student Mathematics Tutors.

State Univ. of New York, Cobleskill. Agricultural and Technical Coll.
Pub Date-May 78
Grant-62-4003-A
Note-167p.; Contains occasional light and broken type
Pub Type- Reports - Descriptive (141)
EDRS Price - MF01/PC07 Plus Postage.
Descriptors-*College Mathematics, Higher Education, *Instruction, *Peer Teaching, *Training, *Tutorial Programs, *Tutors

This mathematics peer-tutoring program offers students an opportunity to seek help with specific mathematical difficulties from peer-tutors. The program is designed to free faculty to offer outside-of-class help to students who are experiencing extreme difficulty in understanding concepts. In addition, the tutors are available to offer help during the evening when faculty are not usually available. The training program is designed to train tutors to use procedures which take advantage of the unique tutor-tutee relationship. The program emphasizes the establishment of an atmosphere to promote learning and a teaching strategy that concentrates on student involvement. (MP)

Van Arsdall, Roy N.

A Guide to Energy Savings - For the Livestock Producer.

Department of Agriculture, Washington, D.C.; Federal Energy Administration, Washington, D.C.

Pub Date-Jun 77

Note-98p.; For related documents, see SE 027 544-549

Available from-Office of Communication, Publications Division, U. S. Dept. of Agriculture, Washington, D.C. 20250 (single copies free while supply lasts)

Pub Type- Guides - General (050)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors-*Agricultural Production, *Agriculture, Conservation Education, Energy, *Energy Conservation, *Farmers, Instructional Materials, *Livestock, Postsecondary Education

This booklet gives a brief overview of energy use in livestock production and gives examples of cutting costs of field equipment use, grinding and preparing feed, managing range and herd, ventilating and heating, lighting, drying grain, and irrigating with sprinklers. Recordkeeping and estimating energy use is also discussed. (BB)

ED 168 935 SO 011 595

Flax, Jane

A Materialist Theory of Women's Status.

Pub Date- 78
Note-30p.
Pub Type- Opinion Papers (120)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*Capitalism, Change Agents, *Change Strategies, Changing Attitudes, Child Care, Child Rearing, *Cultural Factors, Family Structure, *Females, Feminism, Futures (of Society), Males, *Negative Attitudes, Parent Child Relationship, Power Structure, Productivity, Psychological Patterns, Reproduction (Biology), Sex Role, Sex Stereotypes, *Social Factors, Socialization, Social Values

The paper examines three factors reproduction, production, and psychodynamics which contribute to maintaining an inferior image of women in a capitalistic society. It also offers suggestions for changing these social structures so that they will not relegate women to inferior social status. In a capitalistic society production is based on commodities, which are defined as objects which have exchange value in the market place. Although the position of women as nurturers is highly valued socially, women do not gain the esteem and power which comes from the world of commodities. Also, the social organization of capitalism reinforces the division between nurturance (female) and authority (male). In addition, the tasks of reproduction and socialization of children also divide women and men into tasks of nurturance and authority. This duality is then reflected in the work which women do outside the home. When women display behavior inappropriate to their roles as nurturing females, they threaten the central elements of social organization. Finally, psychodynamics, the interaction of one's biological and mental life, is also gender differentiated; we do not learn that we are a person with a variety of attributes, one of which is gender, but that we are either male or female. Thus, feminist demands must go beyond equal pay for equal work, equal opportunity, and affirmative action which do not address the psychological resistance to changes in women's status. Rather, a future must be structured in which feminist values are fully integrated into social relations and institutions. (Author/KC)

ED 169 120 TM 008 581

Guidelines for Reviewing the Technical Quality of Examinations for Granting College Credit.

American Council on Education, Washington, D.C. Office on Educational Credit.
Pub Date-1 Oct 78
Note-10p.
Pub Type- Guides - Non-Classroom (055)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*College Credits, *Equivalency Tests, *Evaluation Criteria, Higher Education, *Standards, *Test Reviews, *Test Selection

A team of technical experts should review the technical quality of proficiency examinations considered for assessing learning and granting college credit. The team should recommend approval or disapproval of the test; and if it is approved, recommend the level of test performance required in order to award credit. Information supplied by the test publisher may be helpful in making these decisions. The American Psychological Association's Standards for Educational and Psychological Tests represent a primary basis for judging tests. A number of other criteria should be considered. The skill or ability domains measured by the test should be clearly stated, and the rationale for item selection should be indicated. Item analysis data should indicate how well the domain has been sampled. Test items should be well-written and previously tested. Reliability data should pertain to test use in awarding credit by examination; cutting scores and norms should be appropriate for the institution using the test. The test should be free of known bias. The publisher should provide instructions for testing, scoring, time limits, and test security. (Author/GDC)

ED 169 164 UD 019 255

A Conversation with the Reverend Jesse Jackson: The Quest for Economic and Educational Parity.

American Enterprise Inst. for Public Policy Research, Washington, D.C.
Pub Date-78
Note-31p.; Not available in hard copy due to institution's restriction
Available from-American Enterprise Institute for Public Policy Research, 1150 Seventeenth Street, N.W., Washington, D.C. 20036 ($2.25)
Pub Type- Opinion Papers (120)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-Affirmative Action, *Black Attitudes, *Blacks, Civil Rights, *Economic Status, *Educational Opportunities, *Employment Opportunities, Equal Education, Mass Media, Race Relations, *Racial Discrimination
Identifiers-Bakke (Allan), *Jackson (Jesse)

This booklet contains an edited transcript of a visit by the black civil rights leader to the American Enterprise Institute (AEI) in May 1978. Reverend Jackson addresses issues that go beyond the freedoms won in the civil rights movement toward the goals of educational and economic parity for all Americans. AEI scholars and fellows, representatives of the media, and representatives of the Ford Foundation and Mobil Oil Corporation question Reverend Jackson on the state of black America. Topics covered include: (1) the black vote and politics; (2) the moral authority of the media in the absence of blacks in executive positions with newspapers and television; (3) economic development of urban areas and job creation; (4) the income gap between blacks and whites; (5) foreign policy, particularly in Africa; and (6) affirmative action for minorities and the question of reverse discrimination. (Author/EB)

ED 168 953 SO 011 626

Sixth National Conference on Citizenship.

Department of Justice, Washington, D.C.; National Education Association, Washington, D.C.
Pub Date-May 51
Note-140p.; For related documents, see SO 011 628; Photographs throughout document may not reproduce clearly ; Proceedings from the National Conference on Citizenship of the National Education Association (6th, Washington, D.C., may 16-20, 1951)
Pub Type
EDRS Price - MF01/PC06 Plus Postage.
Descriptors-*American Culture, *Citizen Participation, *Citizenship, *Citizenship Responsibility, Civics, Critical Thinking, Democratic Values, *Educational Needs, Educational Objectives, Elementary Secondary Education, Global Approach, Government Role, Higher Education, Leadership Qualities, Leadership Responsibility, Moral Development, Peace, Politics, Social Change, Socioeconomic Influences, *United States History, Values, War

The document presents proceedings from the sixth in a series of annual national citizenship conferences. Held in Washington, D.C. in 1951, the conference served as a forum where educational, political, business, religious, labor, civic, and communications leaders could explore functions and duties of American citizenship. The theme of the conference was ``Freedom in One World: Today and Tomorrow.'' Specific concerns of conference speakers included reviewing the responsibilities of the United States as leader of the free world and defining the role of the United States in stemming the tide of communism. Speakers stressed the need for American citizens to pursue active political cooperation, study of political matters, conscientious leadership, and respect for other people. Topics discussed include education of the foreign-born for citizenship, naturalization proceedings and problems, world freedom, citizenship in time of crisis, attitudes of youth toward citizenship, the role of the media in a changing world, and citizens' responsibility for freedom at home and abroad. Speakers included President Harry Truman, the attorney general of the United States (J. Howard McGrath), representatives of the National Education Association, United States senators from Oregon (Wayne Morse) and Tennessee (Estes Kefauver), members of the clergy, educators, media representatives, and young people representing the Boy Scouts of America, 4-H clubs, the National YMCA, the American Legion, and the United World Federalists. (DB)

ED 169 000 SP 013 994

Teacher Aide Training System Trainer's Manual. Description of Teacher Inservice Education Materials.

National Education Association, Washingtor, D.C. Project on Utilization of Inservice Education R & D Outcomes.

Spons Agency-National Inst. of Education (DHEW), Washington, D.C.

Pub Date-Apr 77

Contract-400-76-0091

Note-8p.

Pub Type- Reports - Descriptive (141)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Educational Programs, Elementary Secondary Education, *Inservice Teacher Education, *Motivation Techniques, *Teacher Aides, *Teaching Guides, *Training Objectives, Validated Programs

The training manual and program described here are intended for trainers of teacher aides interested in acquiring skills in motivating aides to becomes more able assistants. This descriptive report provides information on the purposes and content of the program as well as activities and resources involved. A critique, history of development, and ordering information are also included. (DS)

ED 169 056 SP 014 131

Grady, Michael P.

The Developmental Year of a Five Year Teacher Corps Project. A Pilot Study.

Saint Louis Univ., Mo.

Spons Agency-Office of Education (DHEW), Washington, D.C. Teacher Corps.

Pub Date-Aug 78

Note-51p.

Pub Type- Reports - Descriptive (141)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors-*College School Cooperation, Educational Objectives, *Inservice Teacher Education, *Interinstitutional Cooperation, *Needs Assessment, *Program Development, *Program Planning, School Community Cooperation, Teacher Participation

Identifiers-*Teacher Corps

This report describes the planning processes used to develop a five-year teacher corps project for inservice teacher improvement. The planning model was designed to provide collaboration with all persons who would be involved in the project. The input from district, university, and community consultants was used as well as from teachers representing all elementary and secondary grade levels. A discussion of the philosophy and rationale of the program is presented, and the goals and objectives are outlined. A planning matrix is outlined that provides for collaborative input on the following areas of the program: (1) teacher corps guidelines; (2) needs assessment; (3) goals and objectives; (4) delivery system; (5) governance (policy); (6) management; (7) evaluation; (8) demonstration; and (9) institutional adoption. A copy of the questionnaire used to determine teachers' concerns and perceived needs is appended. An over-all evaluation of the planning process is included. (JD)

ED 168 871 SE 026 980

Byers, William S.
A Comparative Study of Proficiencies Utilized by Electrical Engineering Graduates of the University of Alabama and the Core Curricula in Electrical Engineering and Electrical Engineering Technology.
Pub Date-76
Note-137p.; Major Applied Research Project submitted in partial fulfillment of the requirements for the degree of Doctor of Education, Nova University
Pub Type- Reports - Research (143)
EDRS Price - MF01/PC06 Plus Postage.
Descriptors-*Curriculum Evaluation, *Educational Philosophy, Educational Research, *Engineering Education, *Engineering Technology, Engineers, *Mathematics, Science Education
Identifiers-Research Reports

A survey of 531 electrical engineering graduates of the University of Alabama who had received bachelor's degrees in the years 1950 through 1974 showed that the educational needs of a majority of the respondents could have been adequately served by the mathematics levels present in the engineering technology program. In addition, certain subjects not required in the engineering curriculum but included in the engineering technology program were considered extremely important by the practitioners. Thus, it appears that the philosophy of engineering technology education, with its reduced emphasis upon mathematics and its orientation to practice, might indeed be more appropriate for a major portion of positions now classified as engineering rather than engineering technology. (BB)

ED 168 974 SP 013 273

The Scottish Council for Research in Education. Fiftieth Annual Report 1977-78.
Scottish Council for Research in Education.
Pub Date-Sep 78
Note-59p.; Some small print marginally legible
Available from-The Scottish Council for Research in Education, 16 Moray Place, Edinburgh EH3 6DR, Scotland (free)
Pub Type- Reports - Descriptive (141)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-*Educational Research, Foreign Countries, *Professional Associations, Research Projects
Identifiers-Scotland, Scottish Council for Research in Education

This annual report of the Scottish Council for Research in Education provides: (1) a list of officers, members and officials; (2) reports of council and committees; (3) reports on projects; (4) reports on liaison with other organizations, papers delivered, and consultative services undertaken by the Council's staff; (5) a report of the organization's finances and accounts; (6) a list of research papers in education and educational psychology presented for degrees in Scottish universities in 1977; and (7) a list of currently available Council publications. (DS)

ED 169 028 SP 014 039

Applegate, Jane H. Lasley, Thomas J.
The Second Year of Teaching: A Follow-up Study.
Pub Date-Apr 79
Note-19p.; Paper presented at Annual Conference of the American Educational Research Association (San Francisco, California, April 9-12, 1979)
Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Changing Attitudes, Class Management, *Comparative Analysis, *Followup Studies, *Job Satisfaction, Peer Relationship, *Self Concept, Student Teacher Relationship, *Teacher Attitudes, Teaching Experience
Identifiers-*Second Year Teachers

The purpose of this investigation was to follow through the second year of teaching a group of 18 teachers who were intensely studied as part of a first-year teacher study. The group responded to a questionnaire designed to reveal changes in attitude toward the following aspects of their work: (1) discipline; (2) relationship to the school principal; (3) relationship with fellow teachers; (4) their own effectiveness as a teacher; (5) feelings about their teacher education programs; (6) interest in teaching; (7) quality of their classroom instruction; (8) ability to respond to problems; (9) feelings about teaching as a career; and (10) feelings about themselves and satisfaction in their work. The responses to the questionnaire are analyzed for similarities and differences of these attitudes held by the same teachers at the end of their first year of teaching. (JD)

ED 169 099 TM 008 496

Childs, Roy

Norm Referenced Testing and the Standard Scores. Basic Testing Services.

National Foundation for Educational Research Publishing Co., London.
Pub Date- 76
Note-13p.
Pub Type- Guides - Non-Classroom (055)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Calculation, Foreign Countries, *Mathematical Formulas, Mathematical Models, Measurement, Norm Referenced Tests, *Norms, *Scores, Scoring Formulas, Standardized Tests, Statistical Analysis
Identifiers-Great Britain, National Foundation for Educational Research, *Normal Curve

The norm-referenced score scale used by the National Foundation for Educational Research (NFER) is described. The usefulness of standardized scores is explained by a simple numerical example, and the formulas and computations are shown for calculating a mean, a standard deviation, and a deviation or z score. The need for a representative sample is explained and the normal distribution curve is described. Finally, NFER standardized scores and percentiles are explained, tabulated and presented graphically. (CTM)

ED 169 141 UD 019 175

Falk, Barbara

Personal Identity in a Multi-Cultural Australia.

Australian Council for Educational Research, Hawthorn.
Pub Date-May 78
Note-17p.; The Buntine Oration, delivered to the Australian College of Education, Annual Conference (19th, Canberra, May, 1978); Contains some small print
Pub Type- Speeches/Meeting Papers (150) - Opinion Papers (120)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Cultural Pluralism, *Ethnic Groups, Ethnic Relations, *Group Unity, *Identification (Psychological), *Individual Characteristics, Social Differences, *Social Integration
Identifiers-*Australia

Two contentions are argued in this paper: (1) that a democratic multicultural society must have an integrative set of values, together with diversity, to hold together ethnic groups of unequal size and different class composition, since inducement and coercion as binding forces are not as effective in the long run as moral commitment; and (2) that members of both dominant and dominated groups would, in a state that lacks such integration, be insecure in personal identity. References are made to the writings of psychologists and anthropologists dealing with the relationship between identification, personality, and community. (Author/EB)

ED 168 897 SE 027 547

Wynn, N. A.

A Guide to Energy Savings - For the Orchard Grower.

Department of Agriculture, Washington, D.C.; Federal Energy Administration, Washington, D.C.
Pub Date-Jun 77
Note-57p.; For related documents, see SE 027 544-549; Contains occasional light type
Available from-Office of Communication, Publications Division, U.S. Dept. of Agriculture, Washington, D.C. 20250 (single copies free while supply lasts)
Pub Type- Guides - General (050)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-*Agricultural Production, *Agriculture, Conservation Education, Energy, *Energy Conservation, *Farmers, *Field Crops, Instructional Materials, Postsecondary Education
Identifiers-*Orchards

This booklet gives a brief overview of energy use in orchard crop production, and gives examples of cutting costs of fertilization, irrigation, weed management, pest management, high density crops, frost protection, and equipment use. (BB)

ED 168 918 SO 011 574

Gunter, Jock

Number Bingo. Technical Note No. 7.

Massachusetts Univ., Amherst. Center for International Education.

Spons Agency-Agency for International Development (Dept. of State), Washington, D.C.

Pub Date-73

Note-20p.; For related documents, see SO 011 568-576

Pub Type- Guides - Non-Classroom (055)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-Adult Basic Education, *Basic Skills, Daily Living Skills, *Developing Nations, *Educational Games, Elementary Secondary Education, Interpersonal Competence, Learning Activities, *Mathematics, Nonformal Education, *Rural Areas, Rural Education, Skill Development, Teaching Methods

Identifiers-Ecuador Project

Designed for use in rural Ecuador, addition and multiplication bingo games which promote number recognition and fluency in arithmetic operations are described. These skills are necessary for successful transaction at the market place where rural Ecuadorians must be able to buy goods and make change. The leader calls out a mathematical problem and learners place a bean on the correct square of their board. The winner's results are checked by the rest of the class. It is possible to involve advance and lower-level learners in the same game by allowing advanced learners to shout out the answers which the slower learners look for on their boards. The author warns, however, that if slower learners dominate, the game quickly becomes boring for the advanced players. The games have proven popular and adaptations include community bingo games with prizes. Evaluation of this method of short term learning seems to indicate that when betting is allowed, measurable improvement in mathematics skills increases. The design of both the addition and multiplication games is included. (KC)

ED 169 001 SP 013 995

Research Utilizing Problem Solving (RUPS) - Classroom Version. Description of Teacher Inservice Education Materials.

National Education Association, Washington, D.C. Project on Utilization of Inservice Education R & D Outcomes.

Spons Agency-National Inst. of Education (DHEW), Washington, D.C.

Pub Date-Jul 77

Contract-400-76-0091

Note-8p.

Pub Type- Reports - Descriptive (141)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Classroom Environment, *Inservice Teacher Education, *Instructional Materials, *Problem Solving, *Skill Development, Systems Approach, *Teacher Workshops, *Team Teaching, Validated Programs

The workshop instructional materials described here are designed to try out a systematic problem solving process as a way of working toward improvements in the school setting. Topics include diagnosis using force field technique, small group dynamics, planning for action, and planning a RUPS (Research Using Problem Solving) project. This descriptive report provides information on the purposes and content of the program as well as activities and resources involved. A critique, history of development, and ordering information are also included. (DS)

Final Evaluation Report. 1976-77. ESEA Title I Program. Publication Number: 76.63.
Austin Independent School District, Tex. Office of Research and Evaluation.
Spons Agency-Department of Health, Education, and Welfare, Washington, D.C.
Pub Date-30 Jun 77
Note-141p.
Pub Type- Reports - Evaluative (142)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-*Academic Achievement, Attendance Patterns, Basic Skills, *Compensatory Education Programs, Elementary Secondary Education, Expectation, Guidance Services, Identification, Institutional Characteristics, *Low Achievers, *Needs Assessment, Parent Participation, Parochial Schools, *Program Administration, *Program Evaluation, Reading Instruction, Staff Utilization, Student Evaluation, Student Needs
Identifiers-Austin Independent School District TX, *Elementary Secondary Education Act Title I, Texas (Austin)

Austin's Title I program provided 6,300 students with supplemental reading instruction, guidance and counseling, and parent involvement services. The evaluation focused upon answering and providing supporting data for two system-level and twelve program-level decision questions; forty-one evaluation findings were reported. Supporting data were collected from classroom observation; questionnaires for teachers, parents, principals, and Title I staff; student records; and standarized tests. The majority of Title I students achieved below the national norms for reading and mathematics at all grade levels except first, and fell progressively behind through the fifth grade. Needs were identified in the areas of reading and mathematics achievement and attendance. Coordination of Title I activities with other compensatory programs was minimal. The program's use of school staff and parents did not produce improved achievement. No answer was available about the best grade level for delivery of Title I services. The methods for identifying Title I schools and students were successful in locating schools with the lowest average achievement, and students within those schools with the lowest achievement levels. Teacher expectation was either unrelated to student achievement or unmeasurable through questionnaires. (Program descriptions and characteristics of the participating schools a provided). (CP)

ED 169 121 TM 008 608

Perry, Barbara Lee

The Effects of Three Methods of Interactive Programmed Training on the Accuracy of Classroom Assessors.

Pub Date- Jan 78
Note-22p.; Paper presented at the Annual Meeting of the Georgia Educational Research Association (2nd, Atlanta, Georgia, January 13-14, 1978)
Pub Type- Speeches/Meeting Papers (150) - Reports - Research (143)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Classroom Observation Techniques, Elementary School Teachers, Elementary Secondary Education, Inservice Programs, *Inservice Teacher Education, Observation, *Participant Satisfaction, *Peer Evaluation, Programed Instruction, Programed Materials, Secondary School Teachers, *Teacher Evaluation, *Teaching Methods, Video Cassette Systems
Identifiers-Classroom Procedures Assessment Instrument, Interpersonal Skills Assessment Instrument

Elementary and secondary school teachers were trained in the use of two observation instruments for teacher evaluation the Classroom Procedures Assessment Instrument and the Interpersonal Skills Assessment Instrument. Training was conducted in workshops which used a series of ten videocassette sequences showing teachers working with students. Accompanying printed materials presented questions and answers which explained the meaning of specific indicators on the two instruments; these questions helped the trainee rate the videocassette teachers' behavior. Groups viewed the videocassette and then participated in either: (1) oral discussion with feedback from an instructor; (2) directed discussion with an instructor; (3) self-tutorial using a manual, without discussion; or (4) no treatment. The raters were also categorized according to the grade level they taught (K-5 or 6-12). Their attitude toward the training they received and their performance in rating teacher behavior in a 30-45 minute videocassette were studied. Analysis of variance indicated that type of training did affect performance in rating; use of written responses with either oral discussion or printed feedback was more successful than oral discussion only. Practice and rating in one's own grade level diminished these effects. No significant attitudinal differences were found. (GDC)

ED 169 165 UD 019 256

Farran, Dale C. Yanofsky, Saul M.
Change in Junior High Schools: Two Case Studies.
Pennsylvania Advancement School, Philadelphia.
Pub Date-Apr 72
Note-277p.; Best copy available
Pub Type- Reports - Research (143)
EDRS Price - MF01/PC12 Plus Postage.
Descriptors-*Change Agents, Change Strategies, Discipline Problems, *Educational Alternatives, *Educational Improvement, *Instructional Programs, *Junior High Schools, Outreach Programs, Student Attitudes, Teacher Role, Teaching Styles, *Team Administration, Urban Schools
Identifiers-Pennsylvania (Philadelphia), *Pennsylvania Advancement School

Documented and evaluated in this report is the minischool approach used by the Advancement School to improve the quality of education in two Philadelphia School District junior high schools. Background information and the history of each school is provided to put into perspective the factors dealt with in this extension program. Considerable attention is given to the development of relationships between the administrative teams of the Advancement School and each of the two schools. Specific topics covered are: the instructional programs developed at each school; team functioning; and the effects of the minischools on the students. Problems in the junior high schools of Philadelphia in general, such as discipline and teaching approaches, are analyzed. The role of the Advancement School as an external change agent in dealing with these problems is discussed. In addition, the minischool program as one approach to change in junior high schools is examined. Appendices present data collected and a listing of additional literature on the Advancement School's external program. (EB)

Schmuck, Richard, Ed. And Others
Renewing Urban Schools.
Pub Date- 79
Note-192p.; Not available in hard copy due to the reproduction quality of the original document ; Best copy available; Special Issue
Pub Type- Books (010) - Opinion Papers (120) - Reports - Descriptive (141)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-Administrator Role, *Educational Coordination, *Educational Improvement, Educational Planning, Elementary Secondary Education, Group Relations, *School Improvement, School Organization, Student Participation, Teacher Role, *Urban Education, *Urban Renewal, *Urban Schools
Identifiers-*Process Consultation

The articles in this report describe efforts at using varieties of process consultation to stimulate renewal in urban schools. Process consultation is a strategy for improving the group and intergroup procedures used by school personnel to reach their educational objectives and to solve their own problems. Emphasis is on the ways teachers, administrators, educational specialists, and/or expert consultants can collaborate in assisting urban school participants to build effective processes of self diagnosis, systematic planning and collaborative problem solving, and deliberate action. It is argued that schools function best when teachers, administrators and students are participating to solve the school's problems. It is also pointed out that planned efforts at facilitating the processes of urban renewal can lead to improvements in the school's instructional programs. (Author/EB)

ED 168 936 SO 011 596

A Report from the Mid-America Program 1974-1978.
Social Studies Development Center, Bloomington, Ind.
Spons Agency-Lilly Endowment, Inc., Indianapolis, Ind.
Pub Date-79
Note-40p.; For a related document, see SO 011 597
Available from-Mid America Program, Indiana University, 513 N. Park, Bloomington, Indiana 47405 (free)
Pub Type- Reports - Descriptive (141)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Curriculum Development, Educational Objectives, Elementary Secondary Education, *Global Approach, *Information Centers, Interagency Cooperation, Material Development, Program Effectiveness, *Program Evaluation, *Social Studies, Teacher Education
Identifiers-*Mid America Program Global Perspectives in Educ

The Mid-America Program for Global Perspectives in Education (MAP) was developed to prepare global curriculum materials, hold conferences for teachers, cooperate with other educational agencies, and help educational programs adjust to realities of a fast-changing world. Initiated in 1974 with a grant from the Lilly Foundation to the Social Studies Development Center (SSDC) at Indiana University, MAP focused on promoting global education in Illinois, Indiana, Kentucky, Michigan, and Ohio. Initial activities included a survey of social studies teachers' needs, preparation of a directory of resource personnel, and planning meetings with key individuals in each of the five states. Special efforts were made to work with the people in charge of social studies programs at the state level. MAP's activities from January 1975 through December 1978 include data collection and dissemination, distribution of a statement of MAP's purpose, improved communications through newsletters, development of teaching units, publication of papers aimed at clarifying goals of global education, attendance at state, regional, and national conferences, and publication of a resource bibliography. An evaluation performed by the Indiana Center for Evaluation in January 1978 found that MAP's activities and leadership were generally well regarded, but there was some concern about MAP's ability to understand local communities' needs. (AV)

ED 168 937 SO 011 597

ED 168 954 SO 011 627

Seventh National Conference on Citizenship.

Department of Justice, Washington, D.C.; National Education Association, Washington, D.C.
Pub Date-Sep 52
Note-52p.; For related documents, see SO 011 621-628; Not available in hard copy from EDRS due to worn print type of original document; Proceedings from the National Conference on Citizenship of the National Education Association (7th, Washington, D.C., September 17-19, 1952)
Pub Type
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-*American Culture, *Citizen Participation, *Citizenship, *Citizenship Responsibility, Civics, Critical Thinking, Democratic Values, *Educational Needs, Educational Objectives, Elementary Secondary Education, Global Approach, Government Role, Higher Education, Leadership Qualities, Leadership Responsibility, Moral Development, Peace, Politics, Social Change, Socioeconomic Influences, *United States History, Values, War

The document presents proceedings from the seventh in a series of annual national citizenship conferences. Held in Washington, D.C. in September, 1952, the conference served as a forum for more than 1,000 educational, political, business, religious, labor, civic, and communications leaders to explore functions and duties of American citizenship. The theme of the conference was Rights of the Citizen Under the Constitution.'' Speakers focused upon helping citizens exercise their constitutional rights, encouraging voter turnout, conserving the American way of life, fostering appreciation of the privileges and duties of American citizenship, improving the democratic process, and preserving freedoms guaranteed by the Constitution. Eighteen discussion groups focused on Constitutional rights and identified problems related to the exercise of these rights. Rights identified as fundamental included fair and speedy trial, equal justice under law, freedom of speech, and the right to dissent. Civic responsibilities identified as attendant to these rights included voting, obeying duly enacted laws, paying taxes, supporting the armed forces, opposing subversive persons and organizations, and putting public interest ahead of private advancement. Suggestions for increasing constructive citizenship action included increasing civic participation, improving citizenship education in schools, reducing discrimination, increasing neighborliness, and reducing civic apathy. (DB)

ED 168 975 SP 013 442

Poulsen, Roger L.
Report of a Resident Health-Medical Care Survey. Southwest New Mexico Community Health Education Systems.
New Mexico State Univ., Las Cruces. Bureau of Educational Research.
Pub Date-Jun 73
Note-275p.; Not available in hard copy due to marginal reproducibility of original document
Pub Type- Reports - Research (143)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-*Community Health, *Community Health Services, Community Programs, *Health Education, Health Facilities, *Health Needs, Health Occupations Education, Medical Care Evaluation, Medical Services, *Needs Assessment
Identifiers-*New Mexico

This survey was conducted to provide informational inputs for planning and establishing a community health education system in southwest New Mexico. Information was gathered concerning the opinions of typical area residents regarding needed health-medical care facilities, personnel training needs, services, personnel requisite to their well-being, and needed preferred health education. A modified random sample of households was selected according to rural and urban strata, and 400 personal interviews were conducted. Survey results included a reported need for more health/education training among 59 percent of the respondents. General household health care and emergency first aid were selected most frequently as preferred topics. Television and radio and adult education courses received the highest number of responses as preferred means of learning. Subjects also expressed concern about needs in the areas of increased manpower, physician-client relationship, improved physician service, cost of health care and services, facilities improvement, and diagnostic/preventive service manpower and education. (Author/DS)

ED 169 029 SP 014 041

Diem, Liselott

Children Learn Physical Skills. Volume 1. Birth to 3 years.

American Alliance for Health, Physical Education, Recreation and Dance (AAHPERD).

Pub Date-Mar 74

Note-113p.; For related document, see SP 014 042; Photographs will not reproduce clearly

Available from-AAHPERD Publications Sales, 1201 16th St. N.W., Washington, D.C. 20036 ($5.95)

Pub Type- Guides - General (050)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-*Early Childhood, Exercise (Physiology), *Infants, *Motor Development, *Neonates, Perceptual Motor Coordination, *Perceptual Motor Learning, Physical Activities, *Psychomotor Skills

The physical development of the child from birth to the age of three is described. Exercises designed to increase motor coordination and strengthen muscles are outlined and illustrated. (JD)

ED 169 057 SP 014 182

Hyer, Anna L.

How Can We Make More Effective and Efficient Use of R&D Products?

National Education Association, Washington, D.C. Project on Utilization of Inservice Education R & D Outcomes.
Spons Agency-National Inst. of Education (DHEW), Washington, D.C.
Pub Date-1 Mar 79
Note-6p.
Pub Type- Reports - Descriptive (141)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Data Bases, *Data Collection, *Inservice Teacher Education, *Instructional Materials, Media Selection, *Program Descriptions, Research Projects
Identifiers-National Education Association

The National Education Association (NEA) Project on Utilization of Inservice Education Research and Development Products is described, and the steps in the development of the project are presented, including: (1) location and screening of potential items for inclusion in the information bank (books, guides, films, modules, video-recordings, multimedia kits, audio recordings, programmed texts, and games and simulation); (2) development of standardized forms for describing the products; and (3) development of a retrieval system once the number of documents had grown substantially. (DS)

ED 169 100 TM 008 505

Prediger, Dale J.

Basic Vocational Interest Scales: The Problem of Sex Restrictiveness and Alternatives.

Pub Date-78
Note-30p.; Paper presented at the Annual Meeting of the American Pscyhological Association (86th, Toronto, Ontario, Canada, August 27-September 1, 1978)
Pub Type- Speeches/Meeting Papers (150) - Reports - Research (143)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Group Norms, Higher Education, Interest Scales, *Interest Tests, Senior High Schools, *Sex Differences, *Sex Discrimination, Sex Fairness, *Test Bias, Testing Problems, *Test Validity, *Vocational Interests

Sex restrictiveness and sex bias in occupational interest scales are reviewed, and some alternative solutions are briefly discussed. Traditionally, it was thought that sex restrictive interest inventories merely reflected the inherent differences between males and females. The author defines sex restrictiveness according to the degree that the distribution of career options suggested to males and females is disproportionate. Conversely, an inventory is not sex restrictive if each career option is suggested to similar proportions of males and females. The sex restrictive test is not necessarily biased, however, since it may have to be restrictive in order to be valid. Different definitions of validity may affect this judgment. A sex restrictive test may still be defined as sex fair if its publisher has demonstrated that its restrictiveness is necessary for its validity. A brief review of various studies about the interest of college bound and college students indicates that vocational interest inventories do not have to be sex restrictive in order to be valid. Study of the unisex edition of the American College Test interest scale (UNIACT) indicates that sex balanced reporting procedures, suggesting similar interest patterns for males and females, have promising validity. Further research is recommended. (Author/GDC)

ED 169 142 UD 019 192

Voichick, Jane

The Parent-Child Nutrition Education Project. Final Report.

Pub Date-Dec 76
Note-31p.; Not available in hard copy due to reproduction quality of the original document
Pub Type- Reports - Evaluative (142)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-*Educational Improvement, Elementary Secondary Education, *Family Influence, *Nutrition Instruction, *Parent Child Relationship, Parent Education, *Parent Influence, *Parent Participation, Parent Role, Parent Teacher Cooperation, Program Evaluation
Identifiers-*Parent Child Nutrition Education Project, Wisconsin

Described in this report is a study which was undertaken in Wisconsin to evaluate the effectiveness of the Parent-Child Nutrition Education Project. A review of literature dealing with parent-centered approaches in education is provided. The study's focus, its methodology, its training of parents and data collected from pre and post tests of the children and parents who participated in the project are described and discussed. Findings indicate that the effect of training with a parent-child interaction component was positive. Recommendations for the development of nutrition education programs with a parent-child interaction component are outlined. (EB)

ED 168 872 SE 026 983

Holden, Herbert L.

Classroom Aids for Mathematics, Volume 1: Polynomials.

Eastern Washington State Coll., Cheney.
Pub Date- 78
Note-23p.
Pub Type- Guides - Classroom - Learner (051)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*College Mathematics, *Graphs, Higher Education, *Instruction, *Instructional Materials, Mathematics, *Problem Sets, *Transparencies
Identifiers-*Polynomials

The goal of this pamphlet is to provide instructors of various scientific disciplines with mathematically accurate graphs of elementary polynomial functions. The figures in this pamphlet are intended to provide suitable material for the preparation of classroom handouts and overhead transparencies. In addition, sample sets of exercises are provided for each figure. Grid lines are provided on all graphs for convenience in working with problems related to translation of axes. Each graph has the same scaling on the X and Y axes to make it easier to interpret the slope of any curve. (MP)

ED 168 898 SE 027 548

Benson, Verel W.

A Guide to Energy Savings - For the Poultry Producer.

Department of Agriculture, Washington, D.C.; Federal Energy Administration, Washington, D.C.
Pub Date-Jun 77
Note-56p.; For related documents, see SE 027 544-549
Available from-Office of Communication, Publications Division, U.S. Dept. of Agriculture, Washington, D.C. 20250 (single copies free while supply lasts)
Pub Type- Guides - General (050)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-*Agricultural Production, *Agriculture, Conservation Education, *Energy, *Energy Conservation, *Farmers, Instructional Materials, Postsecondary Education
Identifiers-*Poultry

This booklet gives a brief overview of energy use in poultry operations and gives examples of cutting costs of brooding, lighting, ventilation, feeding, watering, waste removal, housing design, construction and maintenance. Finally, energy use recordkeeping is discussed. (BB)

ED 168 919 SO 011 575

Hoxeng, James And Others

Tabacundo: Battery-Powered Dialogue. Technical Note No. 10.

Massachusetts Univ., Amherst. Center for International Education.

Spons Agency-Agency for International Development (Dept. of State), Washington, D.C.

Pub Date-75

Note-31p.; For related documents, see SO 011 568-576

Available from-Center for International Education, School of Education, University of Massachusetts, Amherst, Massachusetts 01002 ($1.00); Document also available in Spanish

Pub Type- Guides - Non-Classroom (055)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-Adult Basic Education, Affective Objectives, Basic Skills, Change Agents, Change Strategies, Cognitive Objectives, Community Development, Community Education, *Community Programs, *Developing Nations, Economically Disadvantaged, *Educational Radio, Interpersonal Competence, Literacy, Nonformal Education, Project Training Methods, *Rural Education, Self Actualization, Social Action, Social Change, *Tape Recordings

Identifiers-Ecuador Project

The effects of using cassette-tape recordings for programming in a rural radio school program in Ecuador were examined. Radio schools broadcasted five afternoons a week and offered a primary school equivalency certificate at the completion of the course. Students were under the direction of an Auxiliar'' who followed the directions of the broadcaster. The project provided cassette recorders to the auxiliaries. The goals of allowing the free use of tape recorders by radio school participants were to achieve heightened feelings of self-worth, increased community development-related knowledge, and improved numeracy and literacy skills. Auxiliaries were provided minimal training in technical and interviewing skills. Cassette recorders were distributed and tapes returned to the radio station for broadcasting. Programs included a planning meeting for a community work project, music, a discussion of Indian Power,'' and new readers practicing their skills. As a means of evaluation, questionnaires which covered literacy skills and questions of self-worth and community development were administered before the recorders were used and again six months after they had been in use. Results from the questionnaire plus tangible evidence of progress indicated that the recorders are effective instruments in raising self-esteem and increasing knowledge. (KC)

ED 169 002 SP 013 996

The Use of Higher Level Questions (Module 2). Description of Teacher Inservice Education Materials.

National Education Association, Washington, D.C. Project on Utilization of Inservice Education R & D Outcomes.
Spons Agency-National Inst. of Education (DHEW), Washington, D.C.
Pub Date-May 77
Contract-400-76-0091
Note-8p.
Pub Type- Reports - Descriptive (141)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Cognitive Processes, Inquiry Training, *Inservice Teacher Education, *Instructional Materials, *Learning Modules, *Questioning Techniques, Teaching Methods

The learning module described is designed for preservice and inservice classroom teachers interested in improving their questioning skills. It may be used by teachers at all grade levels. The scope and content of the module are outlined, and the activities and resources involved in its use are described. A critique of the module and ordering information are also included. (JD)

ED 169 030 SP 014 042

Diem, Liselott

Children Learn Physical Skills. Volume 2. 4 to 6 Years.

American Alliance for Health, Physical Education, Recreation and Dance (AAHPERD).

Pub Date-May 73

Note-113p.; For related document, see SP 014 041; Photographs will not reproduce clearly

Available from-AAHPERD Publications Sales, 1201 16th St. N.W., Washington, D.C. 20036 ($5.95)

Pub Type- Guides - General (050)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-*Early Childhood, Games, *Movement Education, Muscular Strength, *Perceptual Motor Coordination, Physical Development, Play, *Skill Development, Teamwork

The physical development of the child from 4 to 6 years old is discussed. Activities and games that will increase the child's dexterity, balance, and ability to play with others are described and illustrated. (JD)

ED 169 166 UD 019 257

Abbott, Ann A.

Potential Second Order Effects of Carter's Welfare Reform on the Family.

Pub Date-22 Oct 78

Note-17p.; Paper presented at the annual meeting of the National Council on Family Relations ''Family Policy: Putting Priorities into Action'' (40th, Philadelphia, Pennsylvania, October 19-22, 1978)

Pub Type- Reports - Descriptive (141) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Employment Opportunities, *Family Income, *Federal Legislation, *Females, Heads of Households, *Low Income Groups, Mothers, One Parent Family, *Welfare, Welfare Recipients, Working Women

Identifiers-*Better Jobs And Income Act

This paper discusses the ''Better Jobs and Income Act,'' President Carter's proposed welfare reform bill. Brief attention is given to speculation on ''first order effects'' of the bill. Effects considered concern the equity and the adequacy of the bill. Major attention is directed toward ''second order effects,'' particularly in relation to family composition, and potential female labor force participation. With respect to female labor force participation, major factors considered are: (1) the position of the female labor market, which continues to be secondary to that of males; (2) present views of mother labor force participation; and (3) the effects of varying full employment definitions on expectations for women. Additional discussion is directed toward the potential impact of these ''second order effects'' on the originally prescribed policy goals and objectives. (Author/EB)

ED 169 187 UD 019 290

Middleton, Ernest J. Robinson, Andrew

Louisville 1975-76: The Birth of a Desegregation Institute.

Desegregation Training Inst. for Staff Development for Jefferson County Schools, Kentucky Univ., Lexington.

Pub Date- 79

Note-15p.; Not available in hard copy due to the print quality of the original document

Pub Type- Reports - Descriptive (141)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-Administrative Problems, Board of Education Role, Bus Transportation, *Change Strategies, Elementary Secondary Education, Financial Problems, Integration Effects, *Integration Methods, Racial Distribution, *School Integration, *School Redistricting, *Special Programs, *Teacher Education, Team Administration, Urban to Suburban Migration

Identifiers-*Kentucky (Louisville)

Described in this paper are the conditions and problems confronting the Jefferson County School District in its desegregation efforts. Taken into consideration is the role Western Kentucky University's Desegregation Training Institute played in helping the Jefferson County System meet and deal with these conditions and problems. The major problem addressed is Jefferson County's merger with another school system at the same time it was undergoing desegregation. Particular conditions discussed include the differences in racial distribution among the two districts' student populations and faculty, a declining financial base, and a shrinking enrollment due to white flight. Plans developed by the County to desegregate the schools of the merged system with little or no busing of pupils are described. Objectives of the Training Institute Project for helping Jefferson County deal with its educational crisis are outlined. Included are strategies for facilitating open communication and for resolving conflicts. (EB)

ED 168 899 SE 027 549

Wynn, N. A.

A Guide to Energy Savings - For the Vegetable Producer.

Department of Agriculture, Washington, D.C.; Federal Energy Administration, Washington, D.C.
Pub Date-Jul 77
Note-64p.; For related documents, see SE 027 544-548; Occasional marginal legibility in Tables
Available from-Office of Communication, Publications Division, U.S. Dept. of Agriculture, Washington, D.C. 20250 (single copies free while supply lasts)
Pub Type- Guides - General (050)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-*Agricultural Production, *Agriculture, Conservation Education, Energy, *Energy Conservation, *Farmers, *Field Crops, Instructional Materials, Postsecondary Education

This booklet gives a brief overview of energy use patterns in vegetable production and gives examples of cutting the cost of energy in fertilization, weed management, insect pest management, irrigation, harvesting, use of equipment, and greenhouses. Finally, energy use recordkeeping is discussed. (BB)

ED 168 976 SP 013 637

Vogel, Dankwart

The Professional Teacher Preparation Program of the College of Education of the University of Houston: A Case Study.

Bielefeld Univ. (West Germany).

Pub Date-78

Note-268p.; Not available in hard copy due to marginal legibility

Pub Type- Reports - Evaluative (142) - Reports - Research (143)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-Change Strategies, Curriculum Evaluation, *Educational Innovation, Educational Research, *Performance Based Teacher Education, *Program Development, Program Evaluation, *Summative Evaluation

Identifiers-University of Houston TX

The prerequisites, the process, and the outcome of the implementation of the competency based teacher education program at the University of Houston are examined and analyzed. The following components comprise the framework for analysis of this innovation: (1) goals and basic assumptions, scope of the pursued change, and characteristics of the innovation under conditions of implementation; (2) sociocultural background, economic factors, changes in science, technology, and the profession; (3) personnel, financial and technological resources, curriculum and student assessment, laws and regulations, and management of the program; (4) innovation strategies, processes of decision making, and relations between the existing structures and the change process; and (5) the effects of the innovation, advantages and disadvantages for persons involved, main barriers to implementation, and future development of the innovation. Appendixes include a discussion of the methods of investigation and questionnaires submitted to students, teacher educators, and former students. An outline of the structure of the pilot program and the proficiency analysis rating instrument used in this study are also appended. (JD)

ED 169 058 SP 014 203

Teaching Reading (Cluster VI, includes 5 modules). Description of Teacher Inservice Education Materials.

National Education Association, Washington, D.C. Project on Utilization of Inservice Education R & D Outcomes.

Spons Agency-National Inst. of Education (DHEW), Washington, D.C.

Pub Date-Apr 77

Contract-400-76-0091

Note-8p.

Pub Type- Reports - Descriptive (141)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Inservice Teacher Education, *Instructional Materials, Intermediate Grades, *Language Skills, *Learning Modules, Middle Schools, Reading Comprehension, *Reading Instruction, Validated Programs, Word Study Skills

The inservice learning module described is for teachers interested in acquiring specific competencies for teaching the English language arts and reading comprehension, especially at the middle school level. An outline is given of the five modules that comprise this product. Activities and resources involved in using the module are described, and ordering information for materials is given. A critique of the module is included. (JD)

ED 169 122 TM 008 609

Elmore, Randy F. Ellett, Chad D.

Personality and Belief System Correlates of Cognitive Outcomes for Teacher Education Students: John Dewey and the NTE.

Pub Date-Jan 78

Note-14p.; Paper presented at the Annual Meeting of the Georgia Educational Research Association (2nd, Atlanta, Georgia, January, 1978)

Pub Type- Speeches/Meeting Papers (150) - Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Beliefs, Dogmatism, Educational Attitudes, *Educational Philosophy, *Education Majors, Grade Point Average, Higher Education, *Individual Characteristics, Personal Values, Preservice Education, *Student Attitudes, *Success Factors, *Teacher Qualifications

Identifiers-Dogmatism Scale (Rokeach), National Teacher Examinations, Personal Beliefs Inventory, Sixteen Personality Factor Questionnaire, Teacher Practices Inventory

Relationships were examined between scores on the Sixteen Personality Factor Questionnaire, Personal Beliefs Inventory, Teaching Practices Inventory, Rokeach Dogmatism Scale, National Teacher Examinations (NTE), and grade point average (GPA) for 55 teacher education students. Significant correlations were established between the cognitive outcomes (NTE and GPA) and personality factors C (emotional vs. mature), L (trusting vs. suspicious), O (placid vs. apprehensive), and Q4 (relaxed vs. tense). High negative correlations were found for the cognitive outcomes and the dogmatism scale, and high positive correlations for the Teaching Practices Inventory (agreement with Dewey's educational philosophy) and the cognitive outcomes. (Author/GDC)

ED 169 143 UD 019 193

Jackson, Dorothy J.

Advancing Women and Minorities in Educational Research: The Need for Training and Networking.

Pub Date-Feb 79

Note-18p.; Paper presented at the annual meeting of the Eastern Educational Research Association (Kiawah Island, South Carolina, February, 1979); Page 6 (Figure 1) may be marginally legible due to reproduction quality of the original document

Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Educational Research, *Females, Higher Education, Institutes (Training Programs), *Internship Programs, *Minority Groups, *Research Apprenticeships, Research Opportunities, Role Models, Sex Stereotypes

This paper reports the findings of a study determining the feasibility of establishing a research training program for women and minorities. Focused on are the career characteristics of women and minority junior faculty at four year institutions in the mid-Atlantic region, their research training, experience, and need for training as well as critical characteristics of internship programs. A review of literature on internships reveals the underrepresentation of women and minorities in the field of educational research and the competitiveness of the field in which junior faculty hope to advance. It also points out that the scarcity of role models for women in education continues to enforce sex stereotypes. Data from a survey of internship programs provide evidence on the need for training and information about key components to be included in a research training program. A proposed research training model is outlined. (Author/EB)

ED 168 873 SE 026 984

Dierker, Janet

A Directory of Federal Sources of Information on Solar Energy.

Center for Renewable Resources, Washington, D.C.

Pub Date- 78

Note-19p.; Not available in hard copy due to marginal legibility of original document

Available from-Center for Renewable Resources, 1028 Connecticut Ave., N.W., Suite 1100, Washington, D.C. 20036 ($2.50)

Pub Type- Reference Materials - Directories/Catalogs (132)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-*Energy, Energy Conservation, Environmental Education, *Federal Programs, *Information Sources, *Resources, *Solar Radiation

This directory lists federal solar energy programs and sources of information. Each listing gives a brief description of the nature of the program or type of information that is available. In addition, names, addresses, and phone numbers of contact personnel are given. The listings are grouped by agency or branch of the government. (BB)

A Final Report on the Mid-America Program for Global Perspectives in Education.

Social Studies Development Center, Bloomington, Ind.
Spons Agency-Lilly Endowment, Inc., Indianapolis, Ind.
Pub Date-79
Note-106p.; For a related document, see SO 011 596
Available from-Mid America Program, Indiana University, 513 N. Park, Bloomington, Indiana 47405 ($6.00 paper cover)
Pub Type- Reports - Evaluative (142)
EDRS Price - MF01/PC05 Plus Postage.
Descriptors-Curriculum Development, Educational Objectives, Elementary Secondary Education, *Global Approach, *Information Centers, Interagency Cooperation, Material Development, Program Effectiveness, *Program Evaluation, *Social Studies, Teacher Education
Identifiers-*Mid American Program Golbal Perspectives in Educ

This report traces the origins of the Mid-America Program for Global Perspectives in Education (MAP), describes its accomplishments, and assesses its impact. A summary of the report is provided in a related document (SO 011 596). This report comprises five chapters. Chapter I reviews conditions that made MAP necessary: growing global interdependence, significant growth in population and technology, and developments in educational programs in the early 1970s which emphasized study of other cultures, world affairs, and international education. Chapter II describes origins of the MAP program, its goals and organizational setting, initial activities, contacts and linkages, joint ventures at state and national levels, reciprocal affiliations between MAP and other organizations, MAP's teacher associates program, work with graduate students, communication network. Chapter III provides a chronological view of MAP activities in each of five states (Indiana, Illinois, Michigan, Kentucky, and Ohio) during the years 1975-78. Chapter IV reviews and summarizes a self-evaluation of MAP performed in 1978. Chapter V is a summary of an outside evaluation of MAP conducted in January 1978 by the Indiana Center for Evaluation. Appendices list major MAP publications and identify requests for MAP materials by individual states and foreign countries. (AV)

ED 169 003 SP 013 997

Organizing Intergrade Tutoring (Two Semester Hour Course: Ed 514R 21). Description of Teacher Inservice Education Materials.

National Education Association, Washington, D.C. Project on Utilization of Inservice Education R & D Outcomes.
Spons Agency-National Inst. of Education (DHEW), Washington, D.C.
Pub Date-Jun 77
Contract-400-76-0091
Note-8p.
Pub Type- Reports - Descriptive (141)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Cross Age Teaching, *Inservice Teacher Education, *Instructional Materials, *Learning Modules, Peer Teaching, Teaching Techniques, *Tutoring

The learning module described is designed for the use of teachers interested in implementing or improving a student tutoring program. The content of the module is outlined, and the activities and resources involved in its use are described. A critique of the module is presented, and ordering information is included. (JD)

ED 169 081 TM 008 357

Gustafsson, Jan-Eric

Attitudes Towards the School, the Teacher and the Classmates at the Class Level and the Individual Level. No. 75.

Gothenburg Univ. (Sweden). Inst. of Education.
Pub Date-Jan 79
Note-21p.
Pub Type- Reports - Research (143)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Classroom Research, Discipline, *Factor Structure, Foreign Countries, Grade 6, Individual Characteristics, Intermediate Grades, Peer Acceptance, *Peer Relationship, Personality Assessment, *School Attitudes, *Student Attitudes, *Student Teacher Relationship
Identifiers-School and We Questionnaire, Sweden

Attitudes toward school and three personality characteristics (introversion, impulsivity, and emotional stability) were measured in Swedish students from 60 sixth grade classes. The School and We Questionnaire (SAW) and a Swedish translation of the High School Personality Questionnaire were completed by 1,319 students. Secondary data analysis was conducted at two levels of aggregation: pupils within classes, and differences between classes. The same factors were found at both levels: (1) attitude toward school and schoolwork; (2) attitude toward teacher; (3) relations with classmates; (4) social relations in the entire class; and (5) class behavior or discipline. At the two levels of data analysis, these factors accounted for different amounts of variance. At the class level, factors reflecting attitudes toward teacher and characteristics of the entire class were strong; while at the individual level, factors reflecting school attitudes and the individual's relations with classmates were strong. Impulsivity accounted for the most variance in SAW scores. Within a class, impulsivity was negatively correlated with attitudes toward school and teacher. Between-class analysis indicated a high negative correlation between impulsivity and class discipline. Introversion was negatively correlated with peer relations, while stability was positively correlated. (Author/GDC)

ED 169 101 TM 008 510

Anderson, Lorin W. And Others

Using Errors to Improve the Quality of Instructional Programs.

Pub Date- Mar 78
Note-18p.; Revision of a paper presented at the Annual Meeting of the American Educational Research Association (62nd, Toronto, Ontario, Canada, March 27-31, 1978)
Pub Type- Reports - Research (143)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Academic Achievement, Algorithms, Calculation, Elementary Education, *Elementary School Mathematics, Elementary School Students, *Formative Evaluation, Mastery Learning, *Mathematical Logic, *Mathematics Instruction, Program Evaluation, Student Evaluation, *Test Interpretation, *Test Results

Clinchy and Rosenthal's error classification scheme was applied to test results to determine its ability to differentiate the effectiveness of instruction in two elementary schools. Mathematics retention tests matching the instructional objectives of both schools were constructed to measure the understanding of arithmetic concepts and the ability to perform computations and algorithmic operations. Inter-school comparisons were made with respect to the types of errors made: computational, algorithmic, and omission. Fifth grade students in one school made significantly fewer computational errors than in the other school. In the remaining grades, there were no significant differences. Additional practice exercises were recommended to correct this error. Other students made significantly more algorithmic errors and a four-step approach to teaching algorithms was outlined to alleviate this weakness. Significant inter-school differences in omissions errors were noted in grades 5 and 6 the students concerned would also benefit by a more systematic approach to algorithm teaching. In sum, the error classification scheme can be used to evaluate instructional programs and to suggest instructional improvements. (CP)

ED 169 031   SP 014 043

Polvino, Geri, Comp.
Track and Field. NAGWS Guide. September 1978-September 1979.
American Alliance for Health, Physical Education, and Recreation, Washington, D.C. National Association for Girls and Women in Sport.
Pub Date-78
Note-178p.; Some parts marginally legible due to print quality
Available from-AAHPERD Publications Sales, 1201 16th St. N.W., Washington, D.C. 20036 ($2.00)
Pub Type- Guides - Non-Classroom (055)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-Athletics, *Guidelines, Physical Education, *Track and Field, *Womens Athletics

The official rules and regulations for competition and officiating established by the National Association for Girls and Women in Sport governing track and field are outlined. (JD)

ED 168 874 SE 026 992

Rinehart, Milton, Comp. And Others

Energy Education: A Bibliography of Citations from Current Index to Journals in Education (CIJE)'' from 1966-1978.

Ohio State Univ., Columbus, Ohio. Information Reference Center for Science, Mathematics, and Environmental Education.

Spons Agency-National Inst. of Education (DHEW), Washington, D.C.

Pub Date-79

Note-143p.; Not available in hard copy due to marginal legibility of original document

Available from-Information Reference Center (ERIC/IRC), The Ohio State Univ., 1200 Chambers Rd., 3rd Floor, Columbus, Ohio 43212 ($5.00)

Pub Type- Reference Materials - Bibliographies (131)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-*Annotated Bibliographies, Curriculum Guides, *Elementary Secondary Education, *Energy, *Energy Conservation, Environmental Education, *Higher Education, Instructional Materials, Reference Materials, School Buildings, Science Education, Social Sciences

Identifiers-Energy Education

This is a compilation of annotations from Current Index to Journals in Education'' for articles relating to energy education. The publications announced relate to energy education by being: (1) instructional materials such as teaching activity guides; (2) teacher resource guides; (3) information sources on energy resources; or (4) school building conservation materials. Information given for each entry includes: (1) ERIC and clearinghouse accession numbers; (2) title; (3) author; (4) descriptors; and (5) annotations. The annotations are descriptive paragraphs which indicate the contents of each article. Over 500 articles are included in this bibliography. Subject and author indices are included to aid the user in locating a particular article in this bibliography. (MR)

ED 168 900 SE 027 550

Katzenmeyer, Conrad G., Ed. Rivkin, Mary S., Ed.

Early Adolescence: Perspectives and Recommendations to the National Science Foundation.

National Science Foundation, Washington, D.C. Directorate for Science Education.

Report No.-NSF-SE-78-75

Pub Date-Sep 78

Note-202p.

Available from-Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (Stock Number 038-000-00390-9; $4.25)

Pub Type- Reports - Evaluative (142)

EDRS Price - MF01/PC09 Plus Postage.

Descriptors-Achievement, *Adolescence, Attitudes, Educational Research, Elementary Secondary Education, *Junior High School Students, *Learning, Mathematics Education, *Middle Schools, Research Needs, *Science Education, Social Studies

Identifiers-National Science Foundation

Contained in this publication is the final report of a panel of experts, convened by the Assistant Director for Science Education of the National Science Foundation, interested in science education for early adolescence. The document also contains three appendices. Appendix A lists members of the panel and their professional affiliation. Appendix B consists of the position papers by the panelists: (1) The Young Adolescent: Informal Learning and the Science Curriculum by Robert D. Barr; (2) Perspectives (Research) and Recommendations for the Science Education Directorate by Diana Baumrind; (3) Early Adolescence and the Science Curriculum by Paul DeHart Hurd; (4) Social Science Education of the Early Adolescent by O. L. Davis; (5) Perceptions (School) Relating to the Education of Adolescents by Fred D. Johnson; (6) Perspectives (Societal) and Recommendations for the Science Education Directorate by Joan S. Lipsitz; (7) Career Education by Barbara Preli; and (8) Strengthening Mathematics Programs for Early Adolescents by Eugene P. Smith. Appendix C presents a literature review of early adolescence and implications for programming. This review consists of three parts: I, The Early Adolescent Learner; II, The Learning Context; and Summary. A 19-page listing of references concludes the review. (PEB)

ED 168 955 SO 011 628

Citizenship USA. Know It, Cherish It, Live It. No. 1.

National Education Association, Washington, D.C.

Pub Date-Oct 48

Note-38p.; For related documents, see SO 011 621-627; Not available in hard copy from EDRS due to worn print type of original document; Selected papers presented at the National Conference on Citizenship of the National Education Association (3rd, Washington, D.C., May 1948)

Pub Type- Speeches/Meeting Papers (150)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-*American Culture, *Citizen Participation, *Citizenship, *Citizenship Responsibility, Civics, Critical Thinking, Democratic Values, *Educational Needs, Educational Objectives, Elementary Secondary Education, Global Approach, Government Role, Higher Education, Leadership Qualities, Leadership Responsibility, Moral Development, Peace, Politics, Social Change, Socioeconomic Influences, *United States History, Values, War

The document offers an overview of citizenship-related topics which were discussed at the third annual National Citizenship Conference sponsored by the National Education Association held in Washington, D.C. in May, 1948. Excerpts are provided from conference speeches by government, civic, educational, and organizational leaders including President Harry Truman, California Congressman Richard Nixon, and Attorney General Tom C. Clark. Speakers and discussion groups at the 1946, 1947, and 1948 annual citizenship conferences identified citizenship qualities. These included that a good citizen recognizes social problems, has the will and ability to work toward solution of these problems, practices democratic human relationships in the family, school, and community, endeavors to understand different racial viewpoints, bases political actions on democratic values, participates in community affairs, and stresses the interrelationship of the United States with other nations. Evaluative comments of the third National Citizenship Conference by church, legal, educational, and youth groups indicate that the mandates to improve citizenship were positively received. (DB)

ED 169 059 SP 014 204

Using Informal Diagnostic Tests of Reading Skills (Cluster VI-3 in a series of Individualized Teacher Education Modules). Description of Teacher Inservice Education Materials.

National Education Association, Washington, D.C. Project on Utilization of Inservice Education R & D Outcomes.

Spons Agency-National Inst. of Education (DHEW), Washington, D.C.

Pub Date-76

Contract-400-76-0091

Note-9p.

Pub Type- Reports - Descriptive (141)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Inservice Teacher Education, *Instructional Materials, *Learning Modules, *Reading Diagnosis, *Reading Difficulty, *Reading Instruction, Validated Programs, Word Recognition

The described module is designed for inservice and preservice teachers interested in acquiring the skills necessary to diagnose reading difficulties through the use of informal diagnostic material. Information on this module includes a description of its contents and the activities and resources involved in using the product. Ordering information is provided, and a critique of the module is included. (JD)

ED 169 167 UD 019 259

Grannis, Joseph C.

Task Engagement and the Consistency of Pedagogical Controls: An Ecological Study of Differently Structured Classroom Settings. Urban Diversity Series, Number 57.

Columbia Univ., New York, N.Y. ERIC Clearinghouse on the Urban Disadvantaged.
Spons Agency-National Inst. of Education (DHEW), Washington, D.C.; Office of Education (DHEW), Washington, D.C.
Pub Date-Oct 78
Contract-400-77-0071; OEC-0-71-0593
Note-62p.; Not available in hard copy due to reproduction quality of the original document
Pub Type- Reports - Research (143)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-Academic Achievement, *Case Studies (Education), *Classroom Observation Techniques, Experiential Learning, *Learning Activities, Peer Relationship, Primary Education, *Student Behavior, Student Role, *Student Teacher Relationship, Teacher Behavior, *Teacher Role
Identifiers-Project Follow Through

Twenty children, one boy and one girl in each of ten second grade classrooms from four different experimental programs, were each observed over the course of a single school day. Each 30 second interval of approximately 80 hours of transcribed behavior stream observation was analyzed to determine whether the teacher, the learner, or the teacher and learner jointly controlled selected aspects of the activity, and to determine the learner's main or alternative task orientation. Relatively consistently controlled settings were observed for more time than inconsistently controlled settings in enrichment subject activity, but not in basic subject activity. Successively more inconsistent combinations of controls were associated with successively lower percentages of main task orientation in basic activity, but not in enrichment activity. Analysis of the discrepant cases shows that consistency of control between pacing and feedback from materials and/or peers was associated with relatively high engagement for both basic and enrichment activity. The research is linked to other research which has examined on-task behavior as both an index of the efficiency of an educational setting and a predictor of achievement in the setting. (Author)

ED 169 188 UD 019 291

McFadden, Ronald B.

Inner City Model Adolescent School. A Research Model.

Pub Date- 79

Note-16p.; Not available in hard copy due to typographical factors

Pub Type- Reports - Research (143)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-*Adolescence, *Adolescents, Educational Improvement, *Educationally Disadvantaged, *Futures (of Society), Psychological Characteristics, Relevance (Education), Secondary Education, Socioeconomic Influences, *Student Needs, *Urban Education, Urban Environment

This paper examines the problems and needs of inner-city youth and suggests a model educational institution for adolescents residing in urban centers during future decades. Specific problems and needs referred to include biological, psychological, environmental, and socioeconomic, particulary those problems faced by the black adolescent It is proposed that a model school for inner-city youth should take these problems and needs into consideration. In addition, it is argued that the secondary school should be at the apex of the city community and that all of its industrial and commercial means of production should be directly responsible for the viability and economic survival of all secondary institutions. The model presented is based on the contention that there is a need to drastically alter the cultural, social and economic environmental framework in which city secondary schools currently operate. An enumeration and discussion of the model school's underlying philosophy is followed by a description of the proposed curriculum and administrative policy. (Author/EB)

ED 168 920 SO 011 576

Barriga, Patricio And Others
The Facilitator. Technical Note No. 11.
Massachusetts Univ., Amherst. Center for International Education.
Spons Agency-Agency for International Development (Dept. of State), Washington, D.C.
Pub Date-76
Note-36p.; For related documents, see SO 011 568-576
Pub Type- Reports - Descriptive (141)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-*Action Programs (Community), Adult Basic Education, Assertiveness, Basic Skills, *Change Agents, Change Strategies, Community Education, *Community Leaders, *Developing Nations, Economically Disadvantaged, Elementary Secondary Education, Futures (of Society), Leadership Training, Literacy, *Nonformal Education, Power Structure, *Rural Education, Social Change, Training Objectives
Identifiers-Ecuador Project

This paper describes the concept, training, and experiences of community facilitators as change agents in a nonformal education project in rural Ecuador. Presently, the social, economic, and political context of the rural Ecuadorian consists of poverty, racial prejudice, economic exploitation, and psychological dependency. The project attempted to address these imbalances by initiating a change process through the development of self-determination and education. Activities such as literacy, cooperative theory, and agricultural techniques were conceived as steps leading to social participation. Twenty-six communities were selected. Characteristics of facilitators included a moderate level of literacy, willingness, residence in the community, and acceptance by the majority of the community. Following training by the project staff, facilitators then trained second and third generation facilitators. Group sessions consisted of trust building, negotiation of community goals and objectives, team building, and problem identification and solving. Project games and literacy and numeracy teaching methodologies were also introduced. Problems encountered were based on community suspicion that the project was either communist or evangelist. The author stresses that the facilitator concept is one that cannot be discussed in terms of specific and pre-determined characteristics; it is not a pre-packaged training component, but depends on the qualities of a given community. (KC)

ED 168 977 SP 013 685

Finch, Mary Ellen Tom, Alan R.

Maryville College-Washington University Master of Arts in Education; An Effort in Interinstitutional Programming.

Maryville Coll., St. Louis, Mo.; Washington Univ., St. Louis, Mo.
Pub Date-78
Note-43p.
Pub Type- Reports - Descriptive (141)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Elementary School Teachers, Health Personnel, *Interinstitutional Cooperation, *Masters Degrees, *Practicums, Secondary School Teachers, *Self Determination, *Teacher Education

A program leading to a master of arts degree in education that is offered jointly by two cooperating universities is described. While originally developed for elementary and secondary teachers it has been expanded to include health care educators. The major thrust of the program is to encourage the teacher to assume major responsibility for the development of his or her own program. To achieve this goal, an initial course is offered called the Teacher as Learner.'' The objective of this course is to help the individual assess personal strengths and weaknesses and to expand professional horizons. The second segment of the program involves practicum experience. A flexible program structure provides for individual choice of work. Appended to this report is a syllabus for the Teacher as Learner'' course and guidelines for the practicum experience. (JD)

ED 169 004 SP 013 998

Defining the Role of the Teacher Aide. Description of Teacher Inservice Education Materials.

National Education Association, Washington, D.C. Project on Utilization of Inservice Education R & D Outcomes.
Spons Agency-National Inst. of Education (DHEW), Washington, D.C.
Pub Date-Apr 77
Contract-400-76-0091
Note-6p.
Pub Type- Reports - Descriptive (141)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Inservice Teacher Education, *Instructional Materials, *Learning Modules, *Teacher Aides, Teacher Responsibility, *Teacher Role, Validated Programs

The learning module described is designed for classroom teachers who wish to instruct aides to achieve a better performance and understanding of their function. It is applicable also to teacher aides themselves. The scope and sequencing of topics in the module are outlined. Information on activities and resources involved in using the module is provided. A critique of the module and ordering information are included. (JD)

ED 169 123 TM 008 616

Shuell, Thomas J.

Current Research on Individual Differences in Learning and Instruction.

Note-29p.
Pub Type- Information Analysis (070)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*Academic Aptitude, Cognitive Processes, Cognitive Tests, *Educational Research, *Individual Differences, *Individual Psychology, Intelligence Differences, *Learning, Psychological Studies, *Research Problems, Task Performance
Identifiers-*Aptitude Treatment Interaction

This overview of recent research on individual differences especially concerns that research which relates to human learning and instruction. Several major areas of research are identified, and within each area various issues related to that area and representative studies are discussed. Whenever possible, references to more comprehensive reviews of the literature are provided. Major emphasis is placed on research investigating performance on psychometric tests in terms of cognitive tasks or processes underlying that performance and on research related to aptitude-treatment interactions. Research on intelligence is also discussed, and reference is made to some of the research on cognitive style, adaptive instruction, and the role of individual differences in learning and cognitive processes. Finally, several issues related to future research on individual differences are discussed. Forty-four bibliographic citations are appended. (Author/GDC)

ED 169 144 UD 019 215

Furcron, Margaret
To Help Them Achieve, Part II: The Academic Talent Search Project. 1966-1968.
City Univ. of New York, Brooklyn, N.Y. Brooklyn Coll.
Spons Agency-Rockefeller Foundation, New York, N.Y.
Pub Date- 69
Note-48p.; For a related document, see ED 020 249
Pub Type- Reports - Descriptive (141)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*Academic Achievement, Blacks, *College Admission, *Disadvantaged Youth, *Equal Education, *Ethnic Groups, Higher Education, Low Income Groups, *Program Evaluation, Student Personnel Services
Identifiers-*Academic Talent Search Program, Educational Opportunities Program, Search for Education Elevation and Knowledge

This report reviews the first two years and describes the second two years of a Brooklyn College experimental project which offered special instructional and support services to a group of economically disadvantaged students with below standard high school achievement, but an academic potential for college work. The student recruitment process for the program is outlined, and special academic features, counseling, and progress assessment methods are detailed. The report describes the program as a success in terms of an unexpectedly low attrition rate, the probable number of graduates, the program's effect on the students and faculty, and its influence on the College's subsequent welcome to disadvantaged students. Some of the problems encountered are discussed, as are the criticisms of the project and the ways in which it might have been improved. Several other subsequent discretionary admissions programs are briefly described. (Author/WI)

ED 169 032 SP 014 044

Skiing. NAGWS Rules. September 1978-September 1980.
American Alliance for Health, Physical Education, and Recreation, Washington, D.C. National Association for Girls and Women in Sport.
Pub Date-78
Note-36p.; Best copy available
Available from-AAHPERD Publications Sales, 1201 16th St. N.W., Washington, D.C. 20036 ($2.00)
Pub Type- Guides - Non-Classroom (055)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-Athletics, *Guidelines, Physical Education, *Skiing, *Womens Athletics

The official rules of the National Association for Girls and Women in Sport governing skiing competition are outlined. (JD)

ED 168 938 SO 011 598

Blackman, C. Robert And Others

Louisiana Public School Art Teachers: Profile, Preparation, and Opinions. Research Report, Vol. 7, No. 7, October, 1977.

Louisiana Education Research Association, Baton Rouge.; Louisiana State Dept. of Education, Baton Rouge. Bureau of Technical Assistance.; Louisiana State Univ., Baton Rouge. Bureau of Educational Materials and Research.
Pub Date-Oct 77
Note-11p.
Pub Type- Reports - Research (143)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Art Education, *Art Teachers, Educational Problems, Educational Research, Elementary Secondary Education, *Individual Characteristics, Public School Teachers, Questionnaires, *Teacher Attitudes, *Teacher Background, *Teacher Characteristics

One hundred and thirty-four certified public school art teachers in Louisiana responded to a questionnaire to gather data for a teacher profile which would describe the personal and educational characteristics and professional opinions of these teachers. Data indicate that the average public school art teacher in Louisiana is a married Caucasian American female between 25 and 40 whose salary ranges between $8,501 and $10,000. She holds a bachelor of arts degree with a minor in English or social studies, and either has or is working on a master's degree. She does not teach art privately nor has she had a formal art show of her own in the past year. She feels that her college courses adequately prepared her for teaching, but that the history of education and introductory education courses have been least beneficial. The five major subjects that she teaches are crafts, drawing, painting, printing, and sculpture. She does not teach art history because of lack of student response and inadequate facilities. Her major problems in teaching art are lack of resources, large classes, and the use of art class as a dumping ground. A copy of the questionnaire is provided. (Author/KC)

ED 169 060 SP 014 205

Developing Listening Skills (Cluster VII: Module VII-6, in the Florida Competency-Based Materials Catalog). Description of Teacher Inservice Education Materials.

National Education Association, Washington, D.C. Project on Utilization of Inservice Education R & D Outcomes.

Spons Agency-National Inst. of Education (DHEW), Washington, D.C.
Pub Date-76
Contract-400-76-0091
Note-8p.
Pub Type- Reports - Descriptive (141)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Elementary Education, *Inservice Teacher Education, *Instructional Materials, *Learning Modules, *Listening Habits, *Listening Skills, Speech Communication, Validated Programs

The primary focus of the described learning module is to provide elementary school teachers with a sound foundation for developing good listening habits in their students. Included in the description of this module are the contents and the activities and resources involved in using the product. Ordering information for materials is included as well as a critique of the module. (JD)

ED 169 082 TM 008 391

Gustafsson, Jan-Eric Lindstrom, Berner

Describing and Testing Aptitude-Treatment Interaction Effects with Structural Equation Models: Reanalysis of a Study by M. J. Behr. No. 73.

Gothenburg Univ. (Sweden). Inst. of Education.
Spons Agency-National Swedish Board of Education, Stockholm.; Swedish Council for Social Science Research, Stockholm.
Pub Date-Dec 78
Note-50p.; For Behr's Study, see EJ 039 647 ; Parts may not reproduce clearly
Pub Type- Reports - Research (143)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Academic Aptitude, *Aptitude, *Computer Programs, *Data Analysis, Elementary School Teachers, *Factor Analysis, *Learning, *Mathematical Models, Mathematics Instruction, Multiple Regression Analysis, Predictor Variables
Identifiers-*Aptitude Treatment Interaction, *LISREL Computer Program

The Joreskog and Sorbom LISREL (linear structural relations) method is investigated as an alternative to regression analysis in studies of aptitude-treatment interactions (ATI), to solve problems caused by unreliability of measurements and by large sets of variables. A study reported by M.J. Behr is reanalyzed. This study investigated relations between verbal and figural aptitude variables and outcome variables within one verbal and one figural treatment, teaching modulus seven arithmetic to prospective elementary teachers. The relations between latent aptitude variables and latent outcome variables are studied in four LISREL models with either one or two latent aptitude variables (interpretable as a general factor and verbal and figural ability, respectively), and with two sets of latent outcome variables (interpretable as learning/retention and computation speed/understanding). No significant interaction is found, but tendencies towards interaction are noted. It is concluded that LISREL has several advantages in the analysis of ATI studies, but also that the power of the test of ATI effects is low, particularly when there is a high correlation between the latent aptitude variables. (Author/GDC)

ED 169 102 TM 008 511

Owenby, Ermine M. Thomas, Hollie B.

Research and Evaluation Competencies Needed by Vocational Educators.

Spons Agency-Florida State Dept. of Education, Tallahassee. Div. of Vocational Education.

Pub Date-28 Mar 78

Note-16p.; Paper presented at the Annual Meeting of the American Educational Research Association (62nd, Toronto, Ontario, Canada, March 27-31, 1978) ; Best copy available

Pub Type- Speeches/Meeting Papers (150) - Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Administrator Attitudes, *Educational Researchers, Evaluation Needs, *Evaluators, Higher Education, *Job Skills, Research Needs, *Research Skills, Secondary Education, Teacher Attitudes, *Vocational Directors, *Vocational Education Teachers

A 56-item rating scale of research and evaluation competencies for vocational educators was developed. Four skill categories were included: (1) reviewing and analyzing completed research; (2) conducting research; (3) conducting evaluation; and (4) managing research and evaluation activities. Respondents were asked to rate each of the items, ranging from very important to not important. The questionnaire was mailed to the groups of vocational classroom teachers, vocational administrators and supervisors, county vocational directors, vocational teacher educators and researchers. The overall rate of questionnaire return was 67%. The mean score for 17 of the competencies was not significantly different; these skills were considered to be common requirements for the various groups. Many of the remaining 39 competencies could also be considered common requirements, since statistical differences between these two groups were slight. Analyses regarding the order of importance of acquiring these skills suggested that those skills named by local school district personnel were of primary importance; skills in research design and statistical analysis could be acquired later. Implications for competency based training programs are briefly discussed. (Author/GDC)

ED 169 005 SP 013 999

The DARCEE Teacher's Guide (Preschool Series) and DARCEE Resource Unit Materials. Description of Teacher Inservice Education Materials. Summary Information.

National Education Association, Washington, D.C. Project on Utilization of Inservice Education R & D Outcomes.

Spons Agency-National Inst. of Education (DHEW), Washington, D.C.

Pub Date-Sep 77

Contract-400-76-0091

Note-8p.

Pub Type- Reports - Descriptive (141)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Inservice Teacher Education, *Instructional Materials, *Learning Modules, *Low Income Groups, Parent Participation, *Preschool Education, Student Attitudes, Teacher Role, Teaching Techniques, Validated Programs

Identifiers-*DARCEE Program

The inservice teacher learning module described is for teachers who will be instructing preschool children, especially those from low-income homes. Contained in this descriptive report is an outline of the scope and sequencing of topics and the activities and resources involved in using the module. A critique of the module and ordering information are also included. (JD)

Norton, Candy, Comp. Trigg, Marilyn G., Comp.
Dance Directory. Programs of Professional Preparation in American Colleges and Universities. Tenth Edition.
American Alliance for Health, Physical Education, Recreation and Dance (AAHPERD).
Pub Date-78
Note-118p.
Available from-AAHPERD Publications Sales, 1201 16th Street, N.W., Washington, D.C. 20036 ($4.00)
Pub Type- Reference Materials - Directories/Catalogs (132)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-College Faculty, *College Programs, Courses, *Dance, *Professional Education, *Program Descriptions, *Universities

The intended function of this dance directory is to inform dance proponents about the existence of professional preparation programs in American colleges and universities. Included along with course offerings, faculty, and degree status is information on number of major students, audition requirements, certification, number of concert performances, and professional company affiliation. (DS)

ED 169 189 UD 019 292

Carrillo, Federico Martinez, Ed.

Approaches to Assessing Bilingual/Bicultural Programs.

New Mexico Univ., Albuquerque. American Indian Bilingual Education Center.
Spons Agency-Office of Education (DHEW), Washington, D.C.
Pub Date-Jan 79
Grant-G007804907
Note-98p.
Pub Type- Reports - Evaluative (142)
EDRS Price - MF01/PC04 Plus Postage.
Descriptors-American Indians, Biculturalism, *Bilingual Education, *Compensatory Education Programs, Elementary Secondary Education, *Evaluation Criteria, *Evaluation Methods, Evaluators, Intercultural Programs, Minority Groups, *Program Evaluation
Identifiers-*Elementary Secondary Education Act Title VII

The papers in this monograph reflect different approaches used in the assessment and evaluation of bilingual education programs. Doctors Harry Berendzen and Katherine Bemis provide some practical considerations for implementation of evaluation. They list responsibilities of an evaluator and offer an evaluation management plan which takes into consideration needs assessment, performance objectives, measurement of project impact, material development, staff development, and community involvement. Dr. Michael Massarotti offers a systematic procedure for collecting information based on pre-established objectives and subsequent analysis, reporting, and use of the information for the purpose of making decisions concerning program development. Dr. Charles Leyba provides an overview and design of Title VII program evaluation. He also discusses standardized testing and analysis of scores. Finally, the topics of Dr. Robert Reeback's paper include a critique of Title VII regulations concerning evaluation, some examples of misguided or inadequate evaluation, a review of some persuasive evaluation results, and suggestions for reconstituting evaluation in the context of Title VII and adjusting to it in the meantime. (Author/EB)

ED 168 875 SE 026 994

Peterson, Rita W. Carlson, Gaylen R.

A Summary of Research in Science Education - 1977.

ERIC Information Analysis Center for Science, Mathematics, and Environmental Education, Columbus, Ohio.; National Association for Research in Science Teaching.

Spons Agency-National Inst. of Education (DHEW), Washington, D.C.

Pub Date-78

Note-130p.; For 1976 edition, see ED 157 798; Contains occasional light and broken type

Available from-John Wiley & Sons, Inc., 605 Third Avenue, New York, New York 10016 ($8.95)

Pub Type- Information Analysis (070) ()

EDRS Price - MF01/PC06 Plus Postage.

Descriptors-*Cognitive Development, College Science, Educational Philosophy, *Educational Research, *Elementary School Science, Elementary Secondary Education, Higher Education, *Science Education, Science Teachers, *Secondary School Science, Student Science Interests

Identifiers-Information Analysis Products

This review presents a broad picture of science education research during 1977 and discusses how this research relates to the past and how it can be of use to teachers. The review is organized in four sections. The Overview is a presentation and discussion of research dealing with the philosophy of science education, its goals, objectives and priorities, and research related to the status of the science education research enterprise. The second part, Ex Post Facto and Survey Research, includes studies which attempt to explain a phenomenon that had already occurred and surveys about the characteristics of students, teachers, or others. The third part, Experimental Research, focuses on those studies reported in 1977 which evaluated the effect of some variable, such as a specific curriculum or method of teaching, on students or teachers. And the fourth part links the major findings in 1977 with trends and issues of the past five years of research in science education. (Author/BB)

ED 168 901 SE 027 551

Wright, David And Others
Three Assessments of Science, 1969-77: Technical Summary.
Education Commission of the States, Denver, Colo. National Assessment of Educational Progress.
Spons Agency-National Center for Education Statistics (DHEW), Washington, D.C.
Report No.-NAEP-08-S-21
Pub Date-Apr 79
Contract-OEC-0-74-0506
Note-97p.; Contains occasional light and broken type; Certain tables contain small print
Available from-National Assessment of Educational Progress, Suite 700, 1860 Lincoln St., Denver, Colorado 80295 ($10.60)
Pub Type- Reports - Research (143)
EDRS Price - MF01/PC04 Plus Postage.
Descriptors-*Achievement, Adults, *Age Groups, *Educational Assessment, Educational Research, Elementary Secondary Education, *National Surveys, *Science Education, Scientific Enterprise
Identifiers-National Assessment of Educational Progress

This technical summary describes the changes in science performance on exercises included in both the first and second science assessments and on exercises included in both the second and third science assessments conducted by the National Assessment of Educational Progress (NAEP). Using the same exercises for adjacent assessments, with some exercises common to all three, National Assessment was able to measure improvements and declines in achievement between 1969-70 and 1976-77. Each assessment utilized a deeply stratified, multistage probability sample design and a professional data collection staff. To the extent possible, administration conditions were kept constant across assessments. The document contains a brief introduction and four chapters: chapter 1 contains background information about the project, chapter 2 presents national results by age levels (9 years, 13 years, 17 years), chapter 3 reports group results for 9-, 13- and 17-year olds, and chapter 4 contains a discussion of the adult science assessments. Four appendices are included: (1) A-Technical Procedures: Sampling and Estimation of Standard Errors; (2) B-Estimated Population Proportions of Reporting Groups Based on National Assessment Samples, 1969-70, 1972-73, and 1975-76; (3) C-Changes in Procedures Between Assessments; and (4) D-Nonresponse in Assessment Samples. (PEB)

ED 168 956 SO 011 630

Jacobson, Willard J.
Population Education: A Knowledge Base.
Columbia Univ., New York, N.Y. Teachers College.
Pub Date-79
Note-267p.
Available from-Teachers College, Columbia University, New York, New York 10027 ($12.95, cloth bound)
Pub Type- Guides - Classroom - Teacher (052) - Information Analysis (070) - Books (010)
Document Not Available from EDRS.
Descriptors-Birth Rate, Concept Teaching, Contraception, Curriculum Development, Data Analysis, *Demography, Depleted Resources, Developed Nations, Developing Nations, Economic Development, Family Planning, *Futures (of Society), *Global Approach, *Inquiry Training, Junior High School Students, Learning Activities, *Natural Resources, Overpopulation, Population Distribution, *Population Education, Population Growth, Population Trends, Reproduction (Biology), Secondary Education, World Problems

To aid junior high and high school educators and curriculum planners as they develop population education programs, the book provides an overview of the population education knowledge base. In addition, it suggests learning activities, discussion questions, and background information which can be integrated into courses dealing with population, physical survival, and/or world problems. The book is presented in eight chapters. Chapter I discusses some of the ways in which population has been taught including as a problem-solving situation and as a topic to be studied through methods of inquiry such as defining issues, placing population within a values context, identifying universal laws and principles, and predicting logical consequences of suggested solutions. Chapter II explains world population growth rates and offers activities such as studying and constructing population pyramids. Chapters III and IV explore family planning and population regulation by physical and social systems. Chapter V investigates the relationship of population density to social stress. Chapter VI discusses how various urban, rural, and migratory populations relate to their environments. Chapter VII examines how populations are dependent upon natural resources. The final chapter explores the role of values in population education and delineates major issues which should be treated in a population education course. (DB)

ED 168 978 SP 013 690

Clark, Richard J., Jr. And Others

University of Massachusetts-Boston English High School Staff Development Collaborative.

Boston Public Schools, Mass.; Massachusetts Univ., Amherst. School of Education.
Pub Date-78
Note-14p.
Pub Type- Reports - Descriptive (141)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*College Credits, *College High School Cooperation, *Degrees (Titles), Experiential Learning, Field Instruction, Inservice Education, Preservice Education, *Staff Improvement

The collaboration between the University of Massachusetts and English High School in Boston is a model that attempts to address the staff development needs of secondary schools and their faculties in the context of an on-site degree program. The following interdependent elements comprise the program: (1) an undergraduate, school-based, preservice secondary teacher education program, closely tied to the inservice program; (2) a staff development program that emphasizes the analysis and improvement of teaching and curriculum, including graduate degree opportunities for participants through the doctorate; (3) a teacher center, governed by a parent-teacher-administrator-professor board; (4) a mini-grant process, run by the teacher center board, enabling teams of teachers to apply for and receive financial and consultant assistance in developing curriculum; (5) university graduate faculty, commuting from Amherst to Boston, working as clinical professors, consultants, helping teachers, supervisors, and evaluators; and (6) a performance criterion that any persons receiving graduate degrees through the program will demonstrate that they have designed, implemented, and evaluated a new program or practice at the high school. (JD)

Reed, Vincent E.

The Evaluation System: Description, History, and Status Report.

District of Columbia Public Schools, Washington, D.C. Dept. of Research and Evaluation.
Pub Date-Dec 78
Note-35p.
Pub Type- Reports - Descriptive (141)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Academic Achievement, Board of Education Policy, Curriculum Evaluation, *Data Bases, Data Collection, *Educational Assessment, Elementary Education, *Evaluation Criteria, *Evaluation Methods, Field Studies, Information Dissemination, Pilot Projects, Reading Programs, Student Characteristics, *Student Evaluation, Test Results
Identifiers-District of Columbia Public Schools

The philosophy of the District of Columbia Public School System is that evaluation should help to determine what was intended, what was done, and what was the result. It should contribute to improvement and should involve students, staff, and parents. Two essential components of the District's evaluation system are the data bank and field studies. The data bank includes files on fall pretest results; the reading curriculum; classroom and student characteristics; and spring post testing. The field studies provide data which can be used to identify programs of interest, compare groups, or locate students for followup study data about attitudes, teaching methods, parent participation, etc. The development of the evaluation system began in 1969; by 1975, 44 elementary schools were involved in the data collection. The schools were provided with feedback in the following areas: characteristics of students in reading programs, comparison of schools within a region; teacher turnover; student attendance; and characteristics of entire classes. Additional data analyses are planned for the future. (GDC)

ED 169 145 UD 019 218

Jones, Roger A., Comp.
A Selected Guide to Materials on Puerto Rico and the Puerto Ricans in the New York University Bobst Library. Fall Semester, 1978.
Pub Date-78
Note-6p.; Not available in hard copy due to reproduction quality of the original document
Pub Type- Reference Materials - Bibliographies (131) ()
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-*Library Material Selection, Microfilm, Periodicals, *Puerto Ricans, *Research Tools, *Resource Materials
Identifiers-*Bobst Library NY

This guide to materials housed in the Bobst Library dealing with Puerto Rico and/or Puerto Ricans gives subject headings for locating books and lists bibliographies, microfilm resources, and journals on the same subject. (EB)

ED 169 168 UD 019 263

Hanna, Judith Lynne

Some Unintended Consequences of Desegregation: Adult Naivety About Kids' Social Worlds.

Pub Date-Mar 79
Note-18p.; Paper prepared for the symposium on Anthropology As American Culture, Annual Meeting of the Society for Applied Anthropology (March, 1979); Not available in hard copy due to reproduction quality of the original document
Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-*Anthropology, Bias, Elementary Education, *Elementary School Students, Learning Processes, Multicultural Education, Researchers, *Research Methodology, *School Integration, Socialization, *Social Relations, *Student Attitudes
Identifiers-Magnet Schools

Anthropologists studying children in their own society may tend to assume that children and adults speak the same language and have shared knowledge; children's values reflect what they learn at home, their school experience is much like the anthropologist's school experience, and school is primarily a place where knowledge is passed from teacher to student; desegregation is working if there is no reported incidents of violence, multicultural training is provided, and desegregation is begun with young children; and schools can solve social problems. A year long study of children's social relations and communication in a desegregated urban ``magnet school'' challenges these four assumptions. Data indicate that children's play, body language and trust in adults influence schooling; the contingencies of a new era of youth and black assertiveness must be recognized; and successful desegregation requires more than a public record of nonviolence, multicultural education training, and interracial mixing in the early grades. Anthropologists must understand that children's perceptions and experiences of what it is like to be a student may present a reality that mocks adult ideals and the policies meant to realize them. (Author/WI)

ED 168 921 SO 011 577

Sagan, Barbara M.

High School Interns in Local Government. A 4-H Community Development Project.

State Univ. of New York, Ithaca. Coll. of Agriculture and Life Sciences at Cornell Univ.; State Univ. of New York, Ithaca. Coll. of Human Ecology at Cornell Univ.

Note-21p.; Photographs throughout document may not reproduce clearly

Available from-Mailing Room, Research Park, Cornell University, Ithica, New York 14853 ($0.80)

Pub Type- Guides - Non-Classroom (055) - Reports - Descriptive (141)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Citizen Participation, City Officials, Civics, *Community Development, Decision Making, Decision Making Skills, Educational Objectives, Experiential Learning, *Field Experience Programs, Independent Study, Learning Activities, *Local Government, Politics, *Projects, Public Officials, Secondary Education

To help high school students learn first-hand about county and local government, educators in New York state developed a community internship program. The program stressed frequent discussions between students and officials to review meetings they had attended and to assess student progress on journals of local government activities, community study projects, and seminars with other interns. Teachers and/or representatives from agencies sponsoring internship programs began by contacting potential advisory committee members and local public officials. Advisory committee members then coordinated organizational matters such as scheduling internship activities, arranging release time, determining program costs, working with schools, obtaining formal approval, selecting students, arranging credit, and planning orientation sessions. Orientation sessions concentrated on background information about the county or municipality and program requirements and responsibilities. Projects on which interns worked included conducting research on current issues, polling constituents, responding to public questions and requests, and writing a constituent newsletter. Feedback from interns who participated in the program indicated that students became better informed about the workings of local government, enjoyed working directly with public officials, and gained exposure to career possibilities in local government. (DB)

ED 169 034 SP 014 046

Cronin, Paul D., Ed. Lee, Marion H., Ed.

Riding Standards. The Policies and Operating Procedures of the National Riding Committee 1978-79.

American Alliance for Health, Physical Education, and Recreation, Washington, D.C. National Association for Girls and Women in Sport.; American Alliance for Health, Physical Education, and Recreation, Washington, D.C. National Association for Sport and Physical Education.

Pub Date-78

Note-83p.

Available from-AAHPERD Publications Sales, 1201 16th Street, N.W., Washington, D.C. 20036

Pub Type- Guides - Non-Classroom (055)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-Certification, *Horseback Riding, Performance Criteria, *Performance Specifications, *Program Development, Rating Scales, *Standards, Teaching, *Tests

This guide provides standards relating to the following: forward riding and western riding examination requirements; appointment, apprenticeship, and renewal of national and local judges; and programs for teaching riding. Procedures for setting up rating centers are also provided. Appendices provide a list of the members of the National Riding Committee; national and local judges; rules and procedures for state, regional, and national riding championship events; guidelines for rating centers and instructional clinics; examples of examinations for qualifying; and the National Riding Committee operating code. An annotated bibliography is also included. (DS)

ED 169 061 SP 014 206

Controversial Issues in Social Studies (SSVI). Description of Teacher Inservice Education Materials.

National Education Association, Washington, D.C. Project on Utilization of Inservice Education R & D Outcomes.
Spons Agency-National Inst. of Education (DHEW), Washington, D.C. .
Pub Date-Jun 77
Contract-400-76-0091
Note-8p.
Pub Type- Reports - Descriptive (141)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Current Events, Decision Making, *Group Discussion, Inservice Teacher Education, *Instructional Materials, *Learning Modules, Moral Values, Opinions, Secondary Education, Social Problems, *Social Studies, Validated Programs

The described learning module is designed for use of secondary school teachers in developing instruction to engage students in rational decision-making on controversial public issues. The scope and sequencing of topics in this module are outlined. Also included are the activities and resources involved in using the module. Ordering information for materials is provided, and a general critique of the module is presented. (JD)

ED 168 939 SO 011 599

Popkewitz, Thomas S.

Educational Research: Values and Visions of Social Order. Theoretical Paper No. 71.

Wisconsin Univ., Madison. Research and Development Center for Individualized Schooling.
Spons Agency-National Inst. of Education (DHEW), Washington, D.C.
Pub Date-Sep 78
Contract-OB-NIE-G-78-0217
Note-50p.
Pub Type- Opinion Papers (120)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Beliefs, Curriculum Development, *Educational Objectives, Educational Philosophy, *Educational Research, Educational Theories, Elementary Secondary Education, Political Influences, Problem Solving, *Relationship, Research Needs, Research Problems, Social Change, Social Sciences, Social Studies, *Social Values, *Sociocultural Patterns, Socioeconomic Influences, Teaching Methods, Theories, *Values

To shed light on the social research perspectives which enable people to give coherence to daily events, educational researchers must continually scrutinize the social values and beliefs which underly their research. As social and cultural affairs are explained by the social sciences, so also are theories and methods influenced by social conflict. For example, social studies curriculum developers have recently responded to conflicts in society by developing values clarification, public issues, and citizenship education programs. Also, educators and scholars have concentrated on phenomena which they believed influenced the learning of minorities, including school practices, curriculum materials, community life, and poverty. Because the theories of social and educational research help define the political, social, and educational problems which will be emphasized,

ED 169 006 SP 014 000

Guide for Trainers of DARCEE Teachers (Preschool Series). Description of Teacher Inservice Education Materials.

National Education Association, Washington, D.C. Project on Utilization of Inservice Education R & D Outcomes.

Spons Agency-National Inst. of Education (DHEW), Washington, D.C.

Pub Date-Sep 77

Contract-400-76-0091

Note-8p.

Pub Type- Reports - Descriptive (141)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Inservice Teacher Education, *Instructional Materials, *Learning Modules, *Preschool Education, Teaching Techniques, *Training Techniques, Validated Programs

Identifiers-*DARCEE Program

The described learning module is for the use of instructors who will train teachers in the DARCEE approach to teaching of preschool children. An outline of the scope and sequencing of topics is provided as well as the activities and resources involved in the use of the module. A critique of the module and ordering information are also included. (JD)

Knowledge and Attitudes of Drug Usage. Grades 4-12.
Instructional Objectives Exchange, Los Angeles, Calif.
Pub Date-73
Note-107p.
Available from-Instructional Objectives Exchange, P.O. Box 24095, Los Angeles, California 90024 ($9.95)
Pub Type- Guides - Classroom - Teacher (052) - Tests/Questionnaires 160)
Document Not Available from EDRS.
Descriptors-*Affective Objectives, *Attitude Tests, Behavioral Objectives, Cognitive Objectives, Cognitive Tests, Criterion Referenced Tests, *Decision Making, Drug Abuse, *Drug Education, *Educational Objectives, Elementary Secondary Education, *Knowledge Level, Measurement Techniques, Observation, Situational Tests, Test Items

This collection of cognitive and affective objectives, and related measurement instruments, concerns knowledge of and attitudes toward prescription drugs, tobacco, alcohol, and illegal drugs. It describes procedures used in developing, field testing, administering, and scoring the tests. Objectives are listed by grade range: secondary (grades 7-12) and intermediate (grades 4-6). Each of the 12 objectives includes a page reference to the appended test. Measures can be grouped into six categories (1) knowledge; (2) direct report students react to statements supporting or discouraging drug use, describe local drug availability, and report confidentially their own or their friends' drug use; (3) indirect situational tests; (4) archival school staff report drug abuse referrals to public agencies; (5) observation teachers record suspected drug-related symptoms of students; and (6) planning information students rate the credibility of various sources of drug information. (Author/CP)

ED 169 103 TM 008 513

Hall Melvin

Issues in Higher Education Program Evaluation.

Pub Date-Mar 78
Note-25p.; Paper presented at the Annual Meeting of the American Educational Research Association (62nd, Toronto, Ontario, Canada, March 27-31, 1978)
Pub Type- Speeches/Meeting Papers (150) - Reports - Research (143)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Case Studies, *College Programs, Curriculum Evaluation, *Evaluation Methods, *Evaluators, Group Unity, *Higher Education, Information Utilization, Institutional Characteristics, *Program Evaluation, Surveys, *Systems Approach
Identifiers-*Evaluation Problems

A comparative case study of seven universities initially focused on: (1) whether and how program evaluation systems differ from other systems approaches, such as management information and program budgeting; (2) desirable degree of overlap between evaluative recommendations and administrative action; and (3) limitations of program evaluation. Site visits raised several issue statements. First, what was the effect of staffing specifically, the use of outside consultants, and the method of selecting evaluators? Second, did institutional tradition, campus governance, and state coordination alter the evaluation? Third, were the effects of formal evaluation structures, (checklists, protocols, schedules, task forces) a healthy boost to either institutions or to subsequent evaluations? Fourth, was there an advantage to linking program evaluation systems to budget systems? An assessment of these issues led to the conclusion that formal systems in higher education were new and significant modifications of more traditional program review activities such as accreditation, national ratings, institutional research, and institutional self-study. (Author/CP)

Arbus, Judith
The Historical Basis of a Sex-Segregated Labour Force: Its Implications for Women and Education.
Pub Date-20 Jun 78
Note-15p.; Paper presented at the Congress of Education (1st, Toronto, Canada, June 20, 1978)
Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Boards of Education, *Capitalism, Elementary Secondary Education, *Equal Opportunities (Jobs), Income, *Labor Market, Self Concept, *Sex Discrimination, Sex Stereotypes, *Teachers, *Working Women
Identifiers-*Canada

By segregating women into the less responsible and lower paid jobs, the Canadian capitalist system has been able to have a source of cheap labor which represented no competition to the existing male labor force. For example, during the Great Depression, as available teaching positions dwindled, women teachers were compelled to accept small town and rural positions at low pay and with exploitative working conditions. Legislation and school board policy also discriminated against women, especially married women, by creating rules designed to prevent them from getting better-paid positions. The overall effect of sex segregation in the labor market has been to confirm women's alien status as workers. Stereotypes resulting from the segregation of labor have prevented women from moving into new fields. The capitalist system's requirement for cheap labor has modified social attitudes affecting women's consciousness, reduced their labor power, and ensured that all women still seeking employment have done so under conditions favorable to capital and in areas which would not threaten the hierarchy of labor. (Author/WI)

Penick, John E.

A Formative, Descriptive Evaluation of the Iowa-UPSTEP Model. Technical Report No. 17.

Iowa Univ., Iowa City. Science Education Center.

Pub Date-Mar 79

Note-85p.; Not available in hard copy due to marginal legibility of original document

Pub Type- Reports - Research (143) - Reports - Evaluative (142) - Numerical/Quantitative Data (110) ()

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-Educational Research, Preservice Education, *Program Evaluation, *Science Education, *Science Teachers, Student Teaching, *Teacher Education, *Teaching Experience

Identifiers-*Iowa

The Iowa-UPSTEP program appears to be a highly successful teacher education program. Current students feel relatively positive about their experiences and post graduates seem to be highly competent teachers. The program is a four-year, clinically-oriented science teacher preparation program providing undergraduates with early opportunities to deal with

ED 169 062 SP 014 207

Developing Map Skills in Social Studies (part of Florida Competency-Based Modules SS XIV in a series of 17 modules). Description of Teacher Inservice Education Materials.

National Education Association, Washington, D.C. Project on Utilization of Inservice Education R & D Outcomes.

Spons Agency-National Inst. of Education (DHEW), Washington, D.C.

Pub Date-Aug 77

Contract-400-76-0091

Note-8p.

Pub Type- Reports - Descriptive (141)

EDFS Price - MF01/PC01 Plus Postage.

Descriptors-*Geography Instruction, *Inservice Teacher Education, *Instructional Materials, Junior High School Students, *Learning Modules, *Map Skills, Social Studies, Validated Programs

The described learning module is designed for teachers who wish to improve their students' skill in map reading and interpretation. The content area is geography. An outline of the table of contents of the module is provided. Activities and resources involved in the use of this product are described. Ordering information for materials used in this

ED 169 125 TM 008 646

Ellett, Chad D. And Others

The Incremental Validity of Teacher and Student Perceptions of School Environment Characteristics.

Pub Date-Jan 78

Note-22p.; Paper presented at the Annual Meeting of the Georgia Educational Research Association (2nd, Atlanta, Georgia, January, 1978)

Pub Type- Speeches/Meeting Papers (150) · Reports · Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Academic Achievement, Attitude Tests, Average Daily Attendance, Grade 4, *Institutional Characteristics, Intermediate Grades, *School Attitudes, *School Environment, *Student Attitudes, *Teacher Attitudes, Teacher Morale, *Test Validity

Identifiers-My School Inventory, School Survey (Coughlan and Cooke)

The incremental validity of two high-inference, multiple-dimension measures of student and teacher perceptions of their school environment was investigated. Incremental validity was described as accounting for increasing amounts of criterion variance (average daily attendance and

ED 169 190 UD 019 294

Sen, Sondra

The Asian Indians in America. A Curriculum Resource Handbook for Teachers.

Association of Indians in America, Inc., New York, N.Y.

Pub Date-Oct 78

Note-67p.; Not available in hard copy due to reproducibility factors

Pub Type- Guides - Classroom - Teacher (052)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-*Asian Studies, *Cross Cultural Studies, *Indians, Instructional Materials, Learning Activities, *Resource Materials

This handbook provides background information and resource materials on Asian Indians. Materials covered in an audiovisual program entitled ``Introducing the Asian Indians in America'' are presented in four categories: (1) historical perspective and establishment of the Asian Indian community in America; (2) contemporary lifestyles of Asian Indians; (3) cultural borrowing from the Asian Indian heritage (by Americans); and (4) some contributions made in the fields of science, technology and medicine, the arts and business by the Asian Indian community. Ways of using Asian Indian studies in the classroom are discussed. Included are objectives, approaches to seeking knowledge about and from Asian Indians, suggestions for classroom projects and

ED 168 957 SO 011 633

Social Science Research Council Annual Report, 1977-1978.

Social Science Research Council, New York, N.Y.

Pub Date-78

Note-192p.; For a related document, see SO 009 101

Pub Type- Reports - Descriptive (141)

EDRS Price - MF01/PC08 Plus Postage.

Descriptors-Behavioral Science Research, Biological Influences, Child Development, Cognitive Development, *Committees, Cross Cultural Studies, Economics, Ethnicity, Evaluation, Futures (of Society),

ED 168 979 SP 013 708

Miller, A. H. Thompson, B.
Dimensions of Educational Worldview.
Pub Date-79
Note-10p.; Paper presented at the annual meeting of the Southwest Educational Research Association (April 1979)
Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Attitude Tests, *Conventional Instruction, *Educational Attitudes, *Educational Philosophy, Educational Theories, Factor Analysis, *Progressive Education, Statistical Studies, Teacher Attitudes, *Teachers

The study was conducted to gain insight into the nature and structure of educators' education-related attitudes and beliefs. Subjects included

ED 169 169 UD 019 264

State Planning to Achieve Successful Desegregation. A Conference Report of State Equal Educational Opportunity Directors (Denver, Colorado, September 7-8, 1979).

Education Commission of the States, Denver, Colo.

Pub Date-8 Sep 79

Note-20p.

Available from-National Project and Task Force on Desegregation Strategies, Education Commission of the States, 1860 Lincoln Street, Suite 300, Denver, Colorado 80295 (Free)

Pub Type

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Affirmative Action, Board of Education Role, Elementary

ED 169 035 SP 014 047

McLean, Daniel D.

Simulation and Recreation Education.

Pub Date-79
Note-9p.
Pub Type- Reports - Evaluative (142)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Decision Making, *Educational Games, Higher Education, Leisure Time, *Recreation, Role Playing, *Simulation, *Teaching

Ability Identification
Trainability of Abilities: Training and Transfer of Abilities Related to Electronic Fault-Finding Technical Report, 1 Jan 1978-15 Mar 1979. ED 167 840

Abstract Reasoning
Correlates of Formal Reasoning. ED 168 707

Abstraction Levels
The Development of Analog and Propositional Representations in Semantic Memory. ED 168 727

Abstracts
Investigations in Mathematics Education, Vol. 11, No. 4. ED 168 890
Investigations in Mathematics Education, Vol. 12, No. 1. ED 168 879
Investigations in Science Education, Vol. 4, No. 3. Expanded Abstracts and Critical Analyses of Recent Research. ED 168 889
Resources in Education (RIE). Volume 14, Number 8. ED 167 695

Academic Achievement
Assessment of Selected Outcomes of Open Education in an Elementary School. ED 168 703
A Comparative Analysis of the 45-15 Plan and the Traditional Calendar in the Prince William County Public Schools of Virginia. Executive Summary. ED 168 130
Do Principals Make a Difference? The Relationship Between Principal-Related Variables and Student Outcomes in IGE Schools. Technical Report No. 492. ED 168 181
The Educational Level of Farm Residents and Workers. Rural Development Research Report No. 8. ED 168 760
Effects of Peer-Rated Coping and Teacher Structure on Achievement. ED 168 712
Experience-Based Career Education. High School Level Demonstration Project. Interim Report. Second Year. (September 20, 1977 to September 30, 1978). ED 167 747
The Family Education Program at Intermediate School 55. A Report to the Salgo-Noren Foundation on the Operation and Results of the Family Education Program, March, 1974, through June, 1975. ED 169 139
The Family Education Program at Intermediate School 55. A Report to the Salgo-Noren Foundation on the Operation and Results of the Family Education Program, September, 1975, Through June, 1977. ED 169 138
Final Evaluation Report. 1976-1977. High School Curriculum Evaluation. Publication Number 76.68. ED 169 078
Final Evaluation Report. 1976-77. ESEA Title I Program. Publication Number: 76.63. ED 169 080
Interaction Between Achievement and Instructional Method. ED 169 116
An Investigation of Environmental Press and Personality Needs of Special Studies Students and an Investigation of Environmental Press and Its Association with Special Studies Student Achievement. ED 168 404
Lansing Community College Reading Study. ED 168 624
Longitudinal Effects of School Racial/Ethnic Composition Upon Student Achievement. First Report. ED 169 204
Meta-Analysis of Research on the Relationship of Class-Size and Achievement. The Class Size and Instruction Project. ED 168 129
Needs Assessment for the Preparation of the 1979-80 Application for Title I Migrant Funds. ED 168 755
Parental Teaching: Has the Panacea Been Right Under Our Noses? ED 168 715
Piagetian Cognitive Levels of Adult Basic Education Students Related to Teaching Methods and Materials. ED 167 829
Recent Advances in Our Understanding of School Effects Research. ED 169 053
Schooling and Socioeconomic Attainments: High School and College Influences. Report No. 248. ED 167 913
Social Inequality and Educational Achievement in Rural America. ED 168 768
To Help Them Achieve, Part II: The Academic Talent Search Project. 1966-1968. ED 169 144
Tracing Teacher Effects Through Student Behavior to Learning Outcomes. ED 169 039
Utah Statewide Educational Assessment 1978: General Report. ED 169 119
Youth in Transition. Volume VI. Adolescence to Adulthood Change and Stability in the Lives of Young Men. ED 168 927

Academic Aptitude
Current Research on Individual Differences in Learning and Instruction. ED 169 123
Effects of Coaching on Scholastic Aptitude Test Scores. ED 169 130
Interaction Between Achievement and Instructional Method. ED 169 116

Academic Aspiration
College Wide Former Student Follow Up Study. ED 168 620
Socialization, Ambition, and Career Expectations: Race-Sex Variations Among Adolescents. ED 168 736

Academic Education
Overview and Student Activities for the Research for Better Schools Model. ED 167 712
Some N. H. Public High School Student Opinions Revealed. Occasional Paper No. 4. ED 168 945

Academic Freedom
Public Forum Theory in the Educational Setting: From the Schoolhouse Gate to the Student Press. ED 168 006
Who Will Control the Minds of the Students'' in Warsaw, Indiana? Occasional Paper Number 16. ED 168 067

Academic Libraries
Criteria for Collection Analysis in the Academic Library. ED 168 496
Library Formula: Report and Recommendations. Report Number 79-1. ED 168 589
Locally Generated Title Derivative Indexing in Academic and Public Libraries: A Survey of Current Practices. ED 168 513
Profile of Library Users. William Russell Pullen Library, Georgia State University. Institutional Research Report No. 78-21. ED 168 595
Student Manual. ED 168 528

Academic Records
Interstate Migrant Education Task Force. Second Interim Report: Findings and Recommendations. Report Number 116. ED 168 761

Academic Talent Search Program
To Help Them Achieve, Part II: The Academic Talent Search Project. 1966-1968. ED 169 144

Academically Handicapped
The Effect of Individualized Instruction on the Acquisition and Transfer of Grammar Skills of Academically Deficient Students. ED 168 056

Access Aids
Resources for Educators of Adults: Aids to Access. Report No. MS-1. ED 168 598

Access to Education
Access Policy and Procedures and the Law in U.S. Higher Education. ED 168 380
Access to Higher Education: Two Perspectives. A Comparative Study of the Federal Republic of Germany and the United States of America. Final Report of the German-U.S. Study Group. ED 168 379
Admission to Higher Education in the United States. A German Critique. ED 168 378
Admission to Medical Education in Ten Countries. ED 168 377
Appendices to Excellence and the Open Door: An Essential Partnership. A Report of the Commission to Study the Mission, Financing, and Governance of the County Colleges, State of New Jersey. Volume Two. ED 168 649
Barriers to Higher Education in the Federal Republic of Germany. ED 168 387
Findings and Recommendations: The Colorado Community College System. ED 168 627
Innovation in Access to Higher Education. ED 168 381
The Navajo Vocational Education Network Strategy: Region I. Final Report. ED 167 771
A Report on Non-Traditional Learning Programs for Women at B.C. British Columbia Post-Secondary Institutions. Discussion Paper 02/79. ED 167 826
Women's Access Centres: A Proposal. Discussion Paper 03/79. ED 167 827

Accident Prevention
The Effects of the New Jersey Hunter Education Program and Selected Demographic Variables of Students on Knowledge and Attitude Scores About the Sport of Hunting. Final Research Report. ED 168 906

Accounting
A Design to Implement the Statewide Business Education Review Committee Report. ED 167 793
Small Business Management. Volume II: Business Analysis. Entrepreneurship Education for Adults Program Development and Implementation. Second Edition. ED 167 766

Accreditation (Institutions)
Accreditation in Fire Training and Education: The Final Report of the Advisory Committee on Fire Training and Education of the National Academy for Fire Prevention and Control. ED 167 757

ACER Checklists For School Beginners
ACER Checklists for School Beginners: Manual. ED 168 682

Achievement
College Wide Former Student Follow Up Study. ED 168 620
Investigations in Science Education, Vol. 5, No. 2. Expanded Abstracts and Critical Analyses of Recent Research. ED 168 882
National Longitudinal Study of the High School Class of 1972: A Summary of the Merged Findings from Analyses by RTI of the First Follow-Up and Preceding Data. RTI Concept Paper No. CP-22-75-07. ED 169 070
The Relationship of Self-Esteem and Coping to Achievement Change. ED 168 713
Three Assessments of Science, 1969-77: Technical Summary. ED 168 901

Achievement Gains
Commonality Analysis: A Practical Example. ED 169 069
Common Evaluation Hazards. ESEA Title I Evaluation and Reporting System. Technical Paper No. 14. ED 169 127
Effects of Coaching on Scholastic Aptitude Test Scores. ED 169 130
An Observational Study of Parental Teaching Behaviors and Their Relationship to Child Achievement. ED 168 721
The Standardized Growth Expectation: Implications for Educational Evaluation. ED 169 072

Achievement Rating
Behavioral Consistency Breakthrough in Unassembled Examining. ED 167 889
The Standardized Growth Expectation: Implications for Educational Evaluation. ED 169 072

Achievement Tests
Applications of Adaptive Testing in Measuring Achievement and Performance. ED 169 066
The Generalizability of District Means Using Multiple Matrix Sampling. ED 169 089
Multiple Choice Converted to True-False: Comparative Reliabilities and Validities. ED 169 073
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